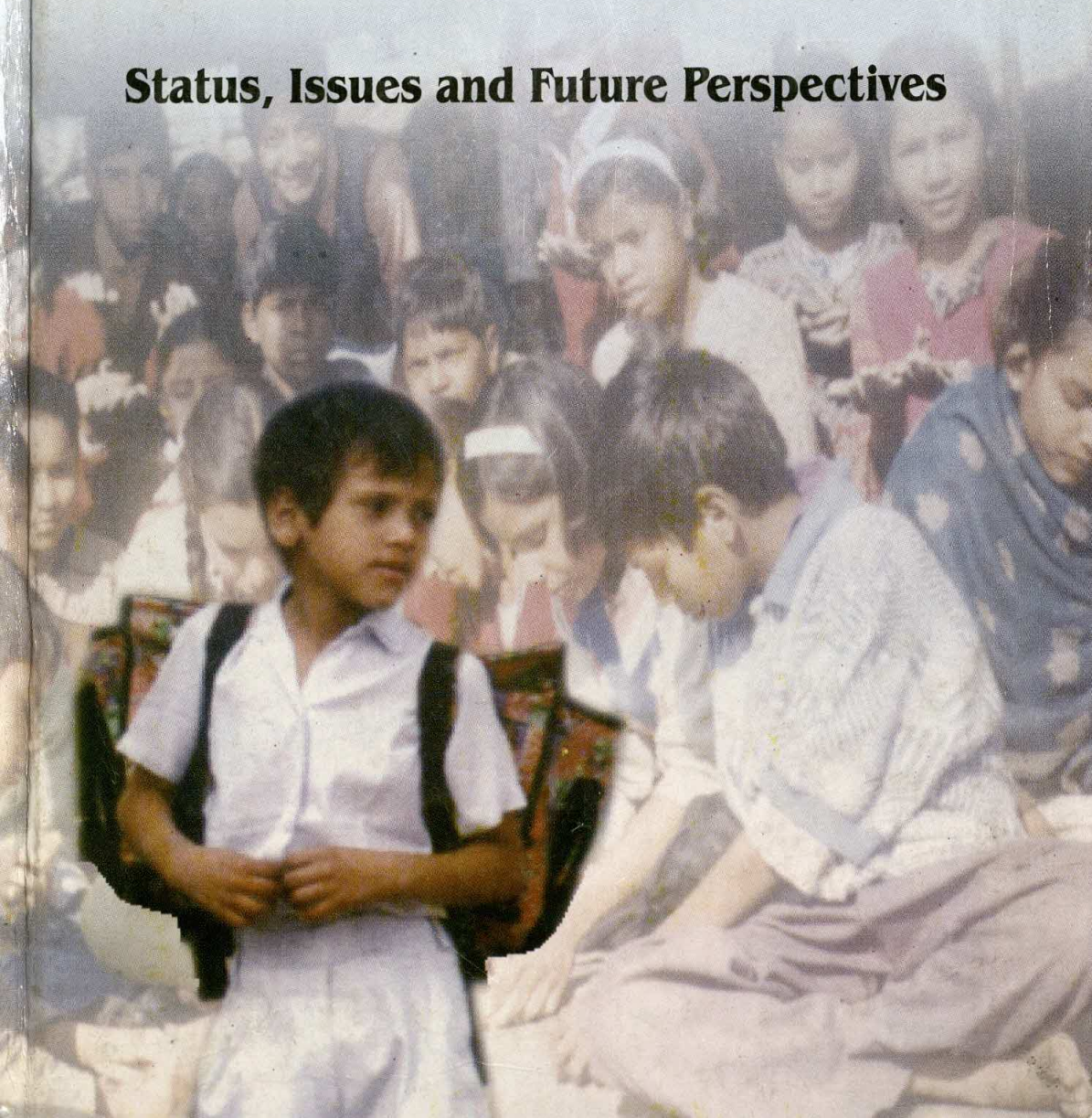# SCHOOL EDUCATION
IN
UTTAR PRADESH

Status, Issues and Future Perspectives

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UTTAR PRADESH

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Foreword

During the last 40 years National Council of Educational Research and Training (NCERT) has been working in collaboration with Central Government, State Governments, State level institutions and Non-Governmental Organisations (NGOs) on school education. Within this period it has taken up various projects to build a solid base of data and brought out documentations on significant aspects of school education. Two well-known documentations are — All India Educational Surveys and Educational Research Surveys. These publications form an integral part of NCERT's activities.

Keeping in view the importance of relevant information on school education, it was proposed that *State level studies in school education* may be conducted with a view to record *status, issues* and *future perspectives.*

A National Advisory Group was constituted to prepare an approach paper and project implementation plan, which was discussed with the state authorities in various meetings organised for the purpose. The main questions which were discussed in Orientation: what is the state of art of school education, including Education for All, adult literacy, alternative schooling; what are the problems and issues connected with various levels of school education viz., Pre-Primary, Primary, Secondary and Senior Secondary Schools; what are the success stories of each state which could be replicated in other states; what are the gaps and emerging issues which need to be tackled effectively; what kind of incentives are being offered to children of weaker sections; what is the role of non-governmental agencies; and how effective is community participation, academic support system and teacher professionalism?

The Directors of State Councils of Educational Research and Training/State Institutes of Education (SCERTs/SIEs) were of the view that these questions are relevant and data be collected in the proposed state studies. The major objectives of state studies thus were identified as:

- To study the progress achieved in development of school education, adult litertacy and programmes of alternative schooling in the States/ Union Territories during the last 50 years.
- To identify the major policy initiatives taken, strategies adopted, innovations and experiments undertaken by the States/Union Territories to achieve goals and targets of Education for All.

- To identify the gaps and problems faced by the States/Union Territories in implementing the national and state level policy objectives of achieving Education for All, promoting quality of school education from Pre-Primary to Senior Secondary Classes, providing relevant curricula, modernising teaching-learning processes, etc.
- To study matters, such as provision of school facilities and their utilisation, incentives to children from the weaker sections, teacher professionalism, role of non-governmental agencies, community participation, academic support system, mobilisation of resources for education.
- To study implementation of educational schemes and monitoring mechanism.
- To suggest strategies and a plan of action for the future so as to adequately address the issues/tasks which need to be resolved/fulfilled in the State/Union Territory keeping in view the feasibility and the need to meet the emerging future challenges of the new millennium.

Uttar Pradesh has been the first state to bring out the Report. I express my gratitude to the members of the National Advisory Group who have rendered immense help in bringing out this report. I sincerely thank Shri Shardindu, Director, SCERT, U.P. and his able team who could complete the work in record time and have given it a professional touch.

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J.S. Rajput
Director
National Council of Educational
Research and Training

</div>

New Delhi

Preface

The present report on *School Education in Uttar Pradesh : Status, Issues and Future Perspectives* is the outcome of a systematic probe conducted at the state level under the guidance and advice of the National Council of Educational Research and Training (NCERT), an apex organisation in matters of policies and programmes being pursued in the school education sector in the country. The ambit of the study has been delimited to examining the developmental scenario, programme implementations, the consequential moves towards expansion and the situations of access and coverage at various points. The three main issues relating to equity, excellence and relevance which are viewed as germane in the modern educational concerns have been specially brought out in the various contexts of analyses and interpretations. While preparing this report a plethora of information and comments have been gathered and sifted with due observance of rigour and care demanded in conducting such studies.

Needless to mention that but for our meticulous endeavour in systematising the necessary details, which more often than not, get obscured, it could not have been possible to formulate the schemes of various chapters of the report and ensure a wide coverage and depth in undertaking a critical view of the factual data obtainable in respect of the past 50 years of school education. In course of this study a number of secondary sources have been tapped, more than a dozen eminent academics, experienced teachers and administrators have been interviewed through carefully structured schedule and a sizable chunk of studies/investigations carried out through the departments of education of the state having direct bearing on school education, have been looked into.

The entire report has been made into ten specific chapters incorporating all aspects of school education comprising also the new interventions introduced from time to time, the problems and issues addressed and those which remain unresolved even today.

Chapter One is devoted to providing a backdrop of the state scenario in respect of its demographic, social, economic and cultural features. It also highlights the organisational structure of the existing educational system of the state by depicting the situations of expansion, coverage, access and participation rates in terms of school education. The state level policy initiatives, including special incentive schemes have also

been indicated with a view to focus on the developmental perspectives adopted in the course of the development of school education of the state. *Chapters Two and Three* deal with the priority sector of Elementary Education. The second one focuses exclusively on Early Childhood Care and Education (ECCE) and Universalisation of Elementary Education (UEE) while the third one on literacy, alternative schooling and education of children with special needs. In formulating the chapter schemes in this regard information available for the latest years have been used and presented. Needless to observe that the stress has been laid on the analytical handling of information. *Chapter Four* describes the Secondary and Senior Secondary Education sector with special reference to structure, access, gender, and regional disparities within the state. It is subdivided into three sections (i) Secondary Education; (ii) Senior Secondary Education; and (iii) Vocational Education. A detailed account of the progress on the provision of school infrastructure and facilities is provided in *Chapter Five*. It also depicts the status in respect of centrally sponsored schemes and the assistance from funding agencies. In *Chapter Six* of the report, developments with regard to school level curriculum alongwith the renewal strategy underlying it have been brought out. The details of this strategy with special reference to the primary and upper primary level curricula and the new textbooks so designed have been articulated at some length in order to provide a peep into the state approach to curriculum renewal plan. The quality of school education forms another important segment of this report. The issues in this regard have been analysed with a focus on teachers and teaching-learning processes and student evaluation in *Chapter Seven*. While the gaze has been intentionally kept narrow, the issues have been brought out in the matrix of the disparities prevailing in the state education, particularly that of the school level. *Chapter Eight* mirrors the prevalent academic and administrative support system in the school education within the state by making a specific mention of the newly created structures. Support of the national and regional level organisations has also been highlighted with an intent of depicting the future plans to revitalise administration. Resources of school education in terms of availability of resources — central, state and others, including plan and non-plan, share of school education, utilisation of resources, private initiative and mobilisation of additional resources have been analysed and presented in *Chapter Nine*.

Chapter Ten gives a brief resume of the strengths and weaknesses of the Uttar Pradesh school education sector, limited resources of school education, the role and support of Non-Governmental Organisations (NGOs) and community participation. It also attempts to highlight the strategies to meet the emerging challenges and the thrusts of the new initiatives at the state level.

Executive Summary

Uttar Pradesh is a unique state of India characterised by diversity in its physical features. It has a typical plural overtone in various aspects of social, commercial, cultural, religious and historical inheritances. It covers an area of 29,411 sq. kms (including Uttaranchal the newly created state) which is 9 per cent of the total area of the country. The state has 19 administrative divisions and 83 districts comprising 348 'Tehsils', 904 development blocks, 1,12,803 villages, 753 statutory towns, and 12 Municipal corporations, including that of Uttaranchal.

For purposes of educational administration, the state is now divided into 17 regions with a Joint Director of Education and a Deputy Director and an Assistant Director for Secondary and Basic Education respectively to accelerate the expansion and to ensure the improvement of secondary and elementary education in the state. This educational set up is headed by the Minister of Secondary Education and Languages with a Minister of State for Secondary Education and with a Minister of State (Independent Charge) for Basic Education. Under the organisational structure Principal Secretary (Education) is the chief executive officer of the department who oversees the work of Secretary (Basic Education) and Secretary (Secondary Education) who are assisted by various levels of supporting staff. To advise the district administration, there is a District Education Advisory Committee set up in each district.

Expansion and Coverage

The number of primary, upper primary, secondary and senior secondary level schools has registered an impressive rate of increase from 1950-51 to 1999-2000. In 1950-51, there were 31,979 primary schools, 2,854 upper primary schools and 987 secondary and higher secondary schools. This number has shown many fold increase. There are now 96,764 primary schools, 21,678 upper primary schools, and 11,524 secondary and higher secondary schools.

A similar situation obtains in respect of enrolment of students in these schools. Thus, in 1950-51 there were 27,27,123 students enrolled with primary schools while in 1999-2000, the respective number stood at 1,34,04,060 showing almost a five-fold increase. In upper primary schools the enrolment of students expanded from 3,48,137 in 1950-51 to 31,82,027 in 1999-2000 showing a many fold increase.

In the secondary and higher secondary education sector the total enrolment was 4,17,405 in 1950-51. It has escalated to 57,95,677 in 1999-2000 showing several fold increase.

The number of teachers for different levels, although not commensurate with the rise in the number of students for corresponding stages, has also evinced an upward swing.

In overall terms the coverage as evidenced from growth in the literacy rate, the number of schools and enrolment of students in the school sector of the state appear to be quite satisfactory in view of the divergent demographic and socio-economic background of its population.

Coverage of General and SC/ST Categories in Terms of Levels of School Education

At the point of time of the *Sixth All India Educational Survey* in 1993, total population of children at primary school level served at the National level was 93.76 per cent whereas for the state of U.P. it was 88.6 per cent for the total population. For SC category the national level figure was 91.32 per cent whereas for U.P. it was 85.57 per cent. For the ST category the national level figure was 88.55 per cent whereas for U.P. it was 89.57 per cent.

For the upper primary school level the participation rate for the general category in terms of national figure was 85 per cent whereas for U.P. it was indicated to be 82.09 per cent. The participation rate of SC/ST categories in this sector was reported to be 82.54 per cent for SC and 79.66 per cent for ST at the national level whereas for U.P. the figures were 78.25 per cent for SC and 68.95 per cent for ST. For secondary and higher secondary levels the participation rates of SC/ST categories as compared to the general category in terms of the national figures appear to have exceeded the national mark.

In the higher secondary school sector also a similar participation rate holds good. Thus, in the general category at the national level the participation rate was 63.6 per cent whereas for U.P. it was 78.49 per cent. Again, the participation rates for SC/ST categories at the national level were estimated to be 67.03 per cent and 48.33 per cent respectively while for U.P. for the same categories the participation rates were 74.92 per cent and 71.48 per cent respectively.

Participation in Terms of Gender Coverage

As per the *Sixth All India Educational Survey* —1993 the participation of girls and boys in U.P. in terms of their enrolment in primary education sector was 37.41 and 62.59 per cent respectively. For secondary education sector the percentages of girls and boys were 24.75 and 75.35 respectively, while for higher secondary education the same figures were 32.64 and 67.36 per cent for girls and boys respectively.

Educational Scenario of Oriental, Arabic and Urdu Languages

The state has laid adequate emphasis on the development of indigenous educational systems in respect of instructions of oriental languages of Sanskrit, Urdu and Arabic at the school level. The curricula with regard to these have been upgraded and modernised. The upkeep and the management of such institutions receives due academic and financial support from the State Government.

Anglo Indian Schools

At present there are 110 (including 21 Anglo Indian Schools) institutions affiliated to the Council for the Indian School Certificate Examination, New Delhi and 688 institutions affiliated to the Central Board of Secondary Education, New Delhi. In addition to such institutions, the Government of U.P. has accorded recognition to 32 other institutions for conducting classes up to VIII standard.

State Level Policy Initiative

Three distinct features of the state level policy initiative are palpable: expanding access specially with reference to the focus groups, ensuring quality of performances in terms of teaching-learning outcomes, teacher inputs, teaching-learning materials, and physical infrastructures and institutional capacity building with an eye on promoting sustainable development.

Some of the innovative programmes launched in the state comprise of the following:

- Joyful learning;
- Activity-based learning;
- Community involvement in school construction project;
- Total literacy campaign;
- Provision for teaching-learning material through Operation Blackboard Scheme;
- Enrolment campaign namely, *School Chalo Abhiyan.*

Uttar Pradesh Basic Education Project

The Project was launched in 1993 in ten districts. Later on, the number of districts covered under the project increased to 17 from large districts. The major interventions of the project aimed at building institutional capacity, improving quality and retention in schools and expanding access specially of girls SC/ST categories.

District Primary Education Programme

The Government of India launched District Primary Education Programme(DPEP) as a centrally sponsored scheme with financial and technical assistance to the states for primary education. In the state of U.P. DPEP II covering 18 districts and DPEP III covering 38 districts were launched in the year 1997 and 2000 respectively.

State Level Commissions and Committees

Within the state of U.P. during the post-independence period several education committees have contributed to the stock of ideas. With the advent of the National Policy on Education —1986 and the Programme of Action —1986 and 1992, the Government of Uttar Pradesh proceeded towards a speedy and meaningful implementation and follow up of the spectrum of reforms relating to educational structure, the content and process of education and the management of education. In the same vein to make the system work a state level committee for school education was formally set up under the Chairmanship of Dr Hari Krishna Awasthi during the year 1993, which offered wide ranging suggestions. These were inter alia related to organisation of curricula, conduct of examinations, including measures for prohibiting use of unfair means in examinations and production of textbooks and study material and administrative/organisational reforms.

Major Thrusts of State Initiative

Some of the major thrusts of the policies and programmes of school education pertain to the overall concern for quality, equality of educational opportunity and improved pedagogy. Accordingly, stress has been laid on evolving a dependable system of evaluation and efficient and decentralised administration of the schools. Participatory and need-based training inputs and creation of a viable academic support have received due attention in respect of Block Resource Centres and Cluster Resource Centres of the primary education sector.

Universalisation of Elementary Education

The need for a significant progress in respect of literate population and importance of elementary education was articulated through the resolve clearly spelt out in the NPE—1986 and the revised POA of 1992. Analysis of the existing situation in U.P. indicates that the main problems in the education sector relate to access and equity, quality and completion and efficiency and effectiveness of educational planning and management.

Incentive Schemes

The State Government has made special provisions to promote the education of disadvantaged children, particularly those belonging to SC and ST categories and girls. The various incentive measures for SC/ST children are: grant of scholarships, assistance for purchase of books, reimbursement of fees, establishment of residential *ashram* type schools, hostels and free coaching centres.

Under District Primary Education Programme II, a scheme of free textbooks distribution to all SC boys and to all girls irrespective of caste for primary Classes (I-V) has been launched during the academic session of 1998-1999.

The National Programme of Nutritional Support to Primary Education commonly known as the Mid-day Meals Scheme was initially taken up in those 248 blocks already covered under the Employment Assurance Scheme in U.P. in the year 1995. The second phase started in 1996 and extended to 643 additional blocks.

Progress of Universalisation of Elementary Education (UEE) Since 1986

The achievement of targets in respect of universalisation of elementary education since 1986 has been significant specially in terms of the enrolment of the children in primary schools, including girls, and SC/ST. However, some regional disparities still persist. Some of these are as follows:

- *Inequalities*: Average literacy rate in U.P. is low. This is compounded by enormous inequalities in educational achievements of males and females, urban and rural population, and different social groups.
- *Variation Between Regions*: Although U.P. is, by and large, a homogeneous state, significant differences exist in social indicators from region to region.
- *Limited Participation in the Schooling System*: Illiteracy in U.P. is widespread not only among the older age-groups, but it is also prevalent among the younger population.
- *Incomplete Enrolment:* Despite of the substantial growth in enrolment, a large number of children belonging to disadvantaged groups are still not enrolled in primary schools.
- *Low Rate of Completion*: It has been assessed that approximately 30 per cent of children enrolling in Class I do not complete Class V.
- *Low Efficiency of the System:* As only about two thirds of the enrolled children complete primary schooling and only about half of those who finish are able to master the curriculum, a substantial portion of annual expenditure is being lost in this inefficiency.
- *Unattractive Public Schooling*: Inadequate school infrastructure, poor quality of education, inferior instructional material and absenteeism and lack of motivation among teachers have been responsible for the unattractiveness of the public-funded schools.

Role of Non-Governmental Organisations (NGOs) and Community Participation

Non-Governmental Organisations are playing a significant role in managing school education in the state, particularly from the upper primary to senior secondary level. They manage about 50 per cent of upper primary schools, 80 per cent high schools and 83 per cent intermediate colleges in the state. There are several voluntary organisations, trusts and societies managing educational institution at various levels in the state. The VECs in the state have been activated

since the initiation of the community school construction programme in the late 1980s.

Implementation of Centrally Sponsored Schemes

The implementation of centrally sponsored schemes has been taken up in all earnestness. Government of India had sanctioned grants in three successive years of 1987-88, 1988-89 and 1989-90 for the supply of teaching-learning materials under the scheme called OB in U.P. The TLM consisting of about 37 items were supplied to schools.

Ruchipurna Shiksha (RS), with UNICEF support catering to the needs of different geographical and cultural variations and USAID supported action research on improvement of Girls' Education has been launched in 1996 in the Maharajganj Block of the district of Raebareili.

Pre-School Education (ECCE)

As ECCE is mainly provided through ICDS the BEP and DPEP interventions in this regard are in convergence mode. Twelve hundred *Shishu Shiksha Kendra* (SSK) through convergence mode and another 50 in a non-ICDS block (in Sitapur by an NGO) were operational in U.P.BEP. Apart from this, 2,310 centres in DPEP II districts and 1886 in DPEP III (against the target of 4,765) centres have become operational since 2000-01.

Access to Elementary Education, Retentions and Drop-out

With a view to promoting universal access to schooling the Government of U.P. has adopted the norm of providing a primary school within a radius of 1.5 km. for a population of 300 people; and an upper primary school within 3 km. for a population of 800. However, it may be observed that high drop-out rate at primary level has been a major obstacle in achieving the goal of UEE. It is heartening to note that there is a remarkable decline in the drop-out rates both for the boys and for the girls. From 1980-81 to 1993-94 among the boys the drop-out rate has declined from about 64 per cent to about 20 per cent while for girls it has come down more sharply from about 80 per cent to 20 per cent over the same period.

Alternative Schooling and Education for Special Needs

The literacy figures of the state reveal that during the last 50 years there has been a phenomenal growth of literate population. Especially during 1981-2001, there has been a/faster rate of growth of literacy in the state i.e., from 33.35 per cent to 57.36 per cent. Most significant achievement of literacy has been noticed among females during the last two decades i.e., from 17.19 per cent to 42.98 per cent. These facts indicate that consistent efforts have been made at state level in respect of eradication of illiteracy.

With regard to literacy position of SCs and STs communities in the

state it was witnessed that there were 28 districts having literate persons from SCs groups with a range of 2.20 per cent (Bahraich district) to 9.37 per cent (Jaunpur district). The literacy position of STs was also equally low which spread over to 16 districts of the state. It ranged from 1.33 per cent (Bahraich) to 8.86 per cent (Shahjahanpur).

Major Programmes of Literacy

The National Adult Education Programme was launched in the state for promoting literacy among adults of 15 to 35 years age-group. During 1980-97, around 216 lakh adults were made functionally literate through various programmes of adult education. Needless to observe that such programmes have ensured a major coverage in respect of females (58.61 per cent) and SC community members (31.70 per cent).

Literacy programmes have been adopted in the state in three phases: Total Literacy Campaign (TLC), Post Literacy Campaign (PLC) and Continuing Education Programme (CEP). Through these campaigns effective organisation and monitoring of adult literacy programmes at village, block, district and state levels have been ensured.

Alternative Schooling (Non-Formal and Open School)

In the state various schemes of alternative school systems have been identified and implemented. These are : Non-Formal Education Programme initially with financial assistance from Central Government since 1979-80 and introduced in a revised form during the year 1987-88 on 60:40 and 90:10 (for girls only) sharing of financial expenses by the Central and State Government and as programmes under DPEP with major focus on widening access to education, enhancing learner participation and learning efficiency level.

Alternative Schooling Programmes Under DPEP

Alternative Schooling Programme (ASP) is one of the major interventions of DPEP in providing flexible access to children's primary education. It has been noticed that in 15 DPEP districts 1,225 ASP centres were run during the year 1998-99. Out of them 777 (66.42 per cent) centres were run with Shiksha Ghar Model, while Balshalas were run in 176 centres (14.36 per cent), Prahar Pathshalas were run in 121 centres (9.87 per cent) followed by Maqtaba Madarsa strengthening centres in 86 (7.02 per cent) cases. Other forms of ASP like Camps and Rishi Valley model were operational in limited sphere. It may be pointed out that after the successful venture of Madhya Pradesh in implementing Shiksha Guarantee Scheme for school non-goers, the U.P. state has also designed SGS during the year 1999-2000.

Shiksha Mitra Yojana

With a view to circumvent the problem of inadequate teachers, the State Government has introduced a 'Shiksha Mitra Yojana' under Panchayati Raj System.

Open Forms of Alternative Schooling

At school stage students of U.P. state have major access to two open distance education institutions viz., National Open School, New Delhi and Correspondence Education Institute, Allahabad.

Education of Child Labourers

In Uttar Pradesh two districts viz., Moradabad and Firozabad have higher concentration of child labourers i.e., having around 15,000 out of school children in each district. It may, however, be noted that each district has such concentrations of child labourers in varying degrees.

Issues and Priorities of Alternative Schooling

On the advent of *Sarva Shiksha Abhiyan* (SSA), the priorities of education for all have been well focussed. Various schemes of alternative schooling which used to function under compartmentalised structure of administration have been brought under one umbrella of SSA since 2001.

Education for Children with Special Needs

A district level Social Assessment Study conducted by SIEMAT, Allahabad revealed that in Allahabad district alone the strength of children with disabilities (CWDs) was approximately 1.40 per cent of total population. The major category of CWD were of physically handicapped (55.18 per cent) followed by visually disabled, hearing disabled and speech disabled. The need assessment study revealed that 56 per cent CWDs needed integrated education.

Role of Non-Governmental Organisations (NGOs)
in Integrated Education

During 1999-2000 one NGO worked for Integrated Education in Basti and Siddharth Nagar districts. During 2000-2001 three NGOs have been running integrated education programmes in Bareilly and Barabanki districts.

Secondary and Senior Secondary Education

The number of secondary school students in 1990-91 in U.P. stood at 47,60,406 which slightly rose upto a figure of 57,95,677 in1999-2000. Almost the same situation holds good if one takes the number of male students separately also, which shows an increase of around 4 lakh in 1999-2000, when compared with the figures of 1990-91. The number of secondary school teachers which stood at 1,26,172 in 1990-91 increased slightly to become 1,41,332 in 1999-2000.

The number of secondary schools in 1990-91 was posted at 5,999 which went upto 11,524 in 1999-2000. Gender-wise analysis shows that the number of secondary schools for boys were 5,122 in 1990-91, which rose upto 9,175 in 1999-2000, while that for the girls increased to 2,349 in 1999-2000.

Improvements in Access, Coverage and Quality

The situation in respect of access, coverage and quality especially after the implementation of the New Policy on Education (revised, 1992) in Uttar Pradesh can be assessed through the number of students, teachers, and schools as per data for the years 1998 and 1999 when taken in particular.

In respect of the +2 examination the number of students who appeared in the examination of the year 2000, was 8.97 lakh comprising of 4,80,111 regular and 97,959 private candidates. These are mentioned here to bring home the enormity of the task and responsibility which the U.P. Board of Secondary Education is required to burgeon.

Scheme of Modernisation of Madarsas

Modernising of Madarsas and Maktabas is being done by introducing Science, English, Hindi and Simple Mathematics in their curriculum with a view to enable the students to get actively involved in the programmes and activities of a welfare state. Vocational education and computer literacy programmes are also being introduced in these institutions.

Incentives for SCs/STs Students

The State Government has placed special emphasis on ensuring a regular flow of benefits of sectoral programmes to the Scheduled Castes and Scheduled Tribes also under the special component plan whereby about 20 per cent of the budget is allocated in each programme.

Senior Secondary Stage

The senior secondary or +2 stage is marked off in different streams and subjects. The centrally sponsored scheme of vocationalisation of secondary education is being implemented since 1993 and a revised programme is in operation from 1998. The IEDC (Integrated Education for Disabled Children) scheme is also being introduced in the school system. The state has made efforts to bring in more and more job-oriented subjects in the curriculum and promote value and culture orientation to the programmes and courses of study of the senior secondary level

Open Learning System

The state has already introduced a programme of correspondence education under the open learning system for the benefit of +2 students especially in the disadvantaged categories.

Vocationalisation at the +2 Stage

The state of U.P. introduced vocational education programmes in all earnestness. It is being run in 910 institutions, including 118 which belong to the newly created state of Uttaranchal. All these institutions are under the centrally sponsored scheme of vocational education.

Extent of Vocationalisation : Problems and Issues

The number of students enrolled in the vocational stream has shown a steady increase showing a jump to 62,625 in the year 1999-2000. Thus, in the year 1994-95 there were 40,000 students enrolled in this sector, while in 1995-96 it slided up a bit raising it to 43,272. Similarly, in 1996-97 it further went up to 50,176 and to 45,000 in 1997-98. The position as it stood in 1998-99 was 49,890 and evinced about one and a quarter fold increase by 1999-2000. Despite of this the target of diverting 25 per cent higher secondary students to vocational stream by 2000, has not yet been achieved.

Linkages

In the state of U.P. the vocational education stream could not pick up in its initial stages for want of a firm policy. Over the years, it has been now realised that such linkages have to be created by inviting the industries and employment sectors to participate effectively in the policy formulations.

Experience of the Programme and Impact in the State

During 1990s with the new curriculum developed for vocational education at +2 stage, a tremendous impetus has been imparted to the programmes of job oriented courses. The senior secondary schools are being brought under the network of collaborating institutions belonging to the world of work.

Future Perspectives

The future perspectives which seem to emerge in this regard are:

● networking of trades in terms of the local needs and resource characteristics;

● use of vocational guidance and counselling ;

● provision of adequate equipments and infrastructures;

● supply and training of teachers/instructors.

School Infrastructure and Facilities

In the primary school sector of U.P. lot of effort seems to have been made towards augmenting school infrastructure and facilities. There has been a constant attempt made to enhance the school infrastructure and facilities.

After the NCERT's AIE Survey in 1993, there has been considerable improvement in the development in respect of infrastructural facilities of Parishadiya Primary Schools. As per the survey report, in the state of U.P., there were 4,355 primary schools which were running in *Kuccha* buildings, thatched huts, in tents or without any building. Government of U.P. had sanctioned for the construction or renovation in 2,757 schools. Additionally, under DPEP in 3,627 schools and under BEP in 7,006 schools needful constructions/renovations have been carried out.

Hand- Pumps and Toilet Facilities in Primary and Upper Primary Schools

The State Government has made all its exercise to provide drinking water facilities to every primary and upper primary schools but because of limited resources it could provide such a facility to 69,062 primary schools and upper primary schools only.

Similarly, toilet facilities could be provided in 40,061 primary schools and upper primary schools out of 1,17,485, Parishadiya Vidyalaya of U.P. state in 1998-99. In all 77,424 primary and upper primary schools were waiting to have this facility.

Secondary Schools

Necessary conditions are laid down under the U.P. Intermediate Act for the recognition of the schools to be run under private management. Under this provision they are required to have *Pucca* buildings, proper sanitation facilities, furniture, laboratory and libraries. Government of U.P. also provided funds to such schools for additional classrooms and furniture for maintenance and for library development.

Centrally Sponsored Schemes

There were 895 development blocks in U.P. in 1984-85. The Government of India accorded sanctions in three successive years for the supply of teaching-learning materials under the Operation Blackboard Scheme.

There were 7,224 single teacher primary schools in the state in 1986-87. The Government of India provided financial assistance to the state to provide a second teacher in every single teacher primary school. Accordingly, 7,224 teachers were appointed by the year 1989-90.

Assistance from Funding Agencies

The goal of the BEP was universal enrolment in and completion of basic education (Classes I-VIII) and improvement of its quality. The total cost of the project was US $ 193 million (Rs 728.78 crore). As per the sharing pattern of DPEP as a centrally sponsored scheme, the Government of India bears 85 per cent of the project cost and 15 per cent share is met by the Government of Uttar Pradesh. Main programme interventions include (i) Expanding Access; (ii) Promoting Retention; (iii) Quality Improvement; (iv) Capacity Building; and (v) Planning, Research and Evaluation.

Developments in School Curricula

The Department of Education of U.P. has been alive to new curricular concerns. In attempting a need based restructuring and renewal in the curricula, the endeavour has been to encourage a participatory approach stage specific features of the curriculum renewal in the state may be shown as on next page.

Elementary Stage

The curriculum for this level consists of primary (Classes I to V) and upper primary stage (Classes VI to VIII). The main elements of the curriculum enforced from the academic session 2000-2001 may be summarily indicated as follows:

● Curriculum plan sets forth an overall design reflected in the monthly layout of the activities and programmes of teaching with 220 effective days in a year.

● The structure of the curriculum with five ingredients firmly indicated in it comprises of the *specific objectives*, the *content*, the *method*, *teacher support* and the required *evaluation* procedures and tests.

Secondary Level (High School)

In the light of the new education structure a new curriculum framework was adopted and introduced in 1998 for secondary level in which a new scheme of studies was prescribed by the Board of High School and Intermediate Education of U.P.

Higher Secondary

In the curriculum frame of the +2 which is known as Intermediate level education in the state, the scheme has been considerably changed. Out of the prevalent 11 groups, 6 groups, such as commerce groups (2 and 3), constructive groups, technical group (basic group) have been disbanded.

Vocational Group

In the vocational courses, 35 trades are prescribed. Two types of examinations "Theory and Practical" are conducted according to the prescribed syllabus.

Computer Science has been included as an optional subject in Humanity, Science and Commerce group.

Tackling the Problem of Curriculum Load

A three pronged approach has been evolved to address the problem of curriculum load at all the four stages — primary, upper primary, secondary and higher secondary. This consists of evolving a new approach to identification and selection of curricular units drawing on 'concepts', rather than 'information', promoting learner initiative and activity-based programmes of teaching and learning.

Adoption of NCERT Curricula

The curriculum has been revised on the basis of the MLLs and the National Curricular Framework of the NCERT. Due emphasis has been given to the understanding of classroom realities, such as the time available, the learning load on children, approaches to be adopted, and sequences to be followed while imparting information, etc.

Dynamics of Preparation, Production and Supply of Textbooks

The preparation of textbooks in respect of primary and upper primary level schooling has been arranged through the writers' workshops under the overall control of SCERT. For production and supply, the state level textbook office functions as the chief nodal agency. In respect of the secondary and higher secondary level textbooks, the Board of High School and Intermediate Education brings out the list of approved textbooks by involving the experts of the respective subject committees constituted for the purpose. The private sector is involved for printing and distribution of textbooks. Their supply is managed through the district, block and cluster resource centres with no strain to the state exchequer.

The initial attempt at adoption/adaptation of NCERT textbooks has been converted by and large into having the state's own series of such publications by properly highlighting the national issues and concerns.

While the quality of textbooks has been ensured through this process, the cost of these materials was also made affordable and low as far as possible. Enough precaution has been taken to see that the textbooks are in the hands of teachers and students in the very beginning of the academic session.

Quality of School Education

The quality of school education is crucial to what we try to achieve and ensure in terms of individual and societal development. To improve the quality of school education, the various institutes/departments of education in the state/central universities have been assigned the task of teacher preparation. The state of U.P. has a number of such institutions to meet the demand for trained teachers for both elementary and secondary level schools. At present, a variety of teacher training institutions, such as nursery teacher training, secondary level teacher's training institutions, including colleges of education and a number of special Government institutions are contributing to the teacher preparation system of the state. The establishment of DIETs and IASEs has improved the scenario of teacher education and strengthened the capacity of the state to meet its needs of pre-service and in-service teacher education.

Multigrade Teaching

There are a large number of single teacher schools in the rural areas. Only one teacher has to teach 70-80 students of the class. In order to help the teacher and improve the quality of schooling in this regard a multigrade teaching system has been trialled. A comprehensive package of materials for providing guidance to teachers in multigrade teaching situations has been prepared.

Process of Internal Academic Supervision in Schools

The process of extant internal academic supervision in schools has not been formalised. Such functions are being carried out by the principals/ headmasters/ coordinators and various committees formed in the context of school structures. For primary education the coordinators of BRCs/CRCs are supposed to supervise the teaching-learning activities and their qualities. In addition to this, the Village Education Committees have also been entrusted with the responsibility of such internal supervision at the *Panchayat* level.

Student Evaluation

The prevailing practices of evaluating pupil's progress in schools of U.P., vary from pre-primary to senior secondary stages of schooling. At pre-primary stage pupils' activities form the basis of evaluation.and formal examinations are more or less absent. In the lower primary stage generally a non-detention policy is being followed where home examinations are conducted by teachers and students are promoted to the next grade automatically. At Class V level there are terminal examinations. At the level of secondary education a system of two-years High School followed by two years of Intermediate popularly known as junior secondary and senior secondary stages of school education is being followed. The public examination is held at Class X level and is conducted by the Board of Secondary Education of U.P. Similar pattern is being followed for Classes XI and XII. Analysis of examination results of U.P. Board for last five years (1996-2000) indicates that much remains to be achieved in respect of quality of school performances.

Academic and Administrative Support System in School Education

Academic Support System

The overall concern of the academic support system is to raise the competence levels of the teachers, academic administrators, supervisors and other functionaries. To accomplish this, specific structures and resources have been created and monitored so as to ensure quick and competent handling of the situation.

Raising Teacher Competencies: Nature of Programmes and Coverage

For raising teacher competencies a number of training programmes have been organised. Under UPBEP five cycles of teacher training programmes commencing in 1994, were organised with a focus on building competencies in respect of planning, implementing and evaluating the outcomes of teaching.

Under DPEP teacher training in the first round (1997-98) focussed on motivating the teachers and improving their self-image, equipping

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teachers to analyse the existing situation, especially in the context of gender and disadvantaged groups, enabling teachers to promote community participation and ownership, providing an insight into child-centred, activity-based, joyful classroom transactions and creating a 'vision' of an ideal school scenario and empowering teachers for improved classroom transactions.

Role of SCERT, SIEs/DIETs etc. in Promoting Pre-Service/In-Service Training

In a bid to make 'Education For All' and literacy programmes a real success, a multi pronged approach has been evolved by the SCERT and its other constituents, such as the SISE, Bureau of Psychology, ELTI, Rajya Hindi Sansthan with the SIE and DIETs functioning as nodal units in respect of pre-service and in-service training.

The main thrust of activities in the DIETs of U.P. has been training of Master Trainers, organising workshops in teacher training for preparation of teaching-learning materials and evaluation tools, capacity building programmes for the teachers to take up action research, monitoring of activities at BRC level and conducting training programmes for various target groups in respect of thrust areas and contemplated interventions and solving academic difficulties of teachers in monthly meetings.

Strategies to Streamline Administrative and Supervision Mechanism

Over the years, now a plan of decentralisation in respect of both elementary as well as secondary education sectors has been enforced. According to this plan in respect of elementary education sector the structures at district, block and NPRC levels have been created and made functional. In the secondary education sector regional as well as district level institutions/establishment, have been elevated with a view to administer and supervise the school level performances in a speedy and expeditious manner. The State Institute of Educational Management and Training (SIEMAT) has been created as an autonomous body registered under the Society Registration Act, 1860 to give a quality slant to the administrative and supervision structures.

Resources for School Education

In 1950-51, only 0.44 per cent of the SDP was spent on education which gradually went up to 1.76 per cent in 1970-71. It reached to a level of about two and a half per cent in 1980-81 and crossed the 4 per cent mark in 1990-91 to come down again to 3.28 per cent level in 1995-96.

Expenditure of the State

In terms of the ratio of total educational expenditure, school education

expenditure stood at 68.31 per cent in 1950-51, which went up to 81.29 per cent in 1980-81 and jumped to 85.70 per cent in 1999-2000. At the same time it may be observed that total educational expenditure as a ratio of total state budgetary expenditure went up from 13.70 per cent in 1950-51 to 20.15 per cent in 1980-81 and slightly increased to 20.48 per cent in 1999-2000. These trends suggest that expenditure priorities have received preference in respect of total education in general and school education in particular.

Sources of Educational Finance

School education in U.P. draws on multi-sources of educational finance. Though, it is largely based on internal or domestic resources, specific schemes in school education at elementary level are assisted by external donor agencies. Sometimes, specific assistance on a particular educational programme has also been received. With regard to the financing of school education in U.P., it is the State Government which shoulders the largest responsibility. The roles of central and local bodies have been marginal in U.P..

At primary level (lower and upper), the Government of U.P. has two types of financial responsibilities to maintain educational institutions. It directly supports the government primary schools and provides grant-in-aid to non-government primary schools. Similarly, at the secondary level of the education, Government of U.P. provides full financial support to the secondary schools and gives grants-in-aid to privately managed educational institutions at secondary level. Thus, the responsibility of the State Government has been increasing for financing school education in the state.

Externally Financed Schemes

The most important feature of the external financing of school education in U.P. is that it is available for specific purpose and for specific districts, where the programme is launched and/or is running.

Educational Expenditure in State Budget

Educational expenditure in U.P. has recorded exponential growth over the last five decades. It has grown much faster than the increase in total state budgetary expenditure. Over the last 20 years period, educational expenditure in U.P. grew marginally more than the increase in total budgetary expenditure.

School Education in Educational Budget

Budgetary allocation for school education alongwith total educational budget of the state for the last five decades reveals massive increase in the school educational expenditure in U.P. since 1950-51. The allocation for elementary education was Rs 3.21 crore and that for secondary education, it was Rs 1.69 crore in the year 1950-51. In 1999-

2000 (BE) the figure stood at Rs 3,327.91 crore and Rs 1896.81 crore respectively for elementary and secondary education in U.P..

Elementary Educational Expenditure

Elementary education is the highest resource consuming level of education in the state of U.P. It accounts for about 55 per cent of the state educational budget.

Secondary Educational Expenditure

Secondary education in general accounts for a little less than one-third of the total educational budget. In 1997-98, it claimed almost exactly one-third of the total. In earlier years (around 1960-61 for example) its share was about one-fifth of the total educational budget.

Plan and Non-Plan Expenditure

The ratio of plan and non-plan expenditure reveals that on the whole there is a declining trend in plan expenditure in both the levels of education and conversely non-plan expenditure has a rising trend as a ratio of the total.

Contribution of Fee to State Budget

The contribution of fee to the state budget in U.P. has been very small. In 1984-85, fee contributed Rs. 13.46 crores to the State Government which was only about 2 per cent of the state educational expenditure in that year. In 1999-2000, fee contributed Rs 125.25 crores which is the highest absolute amount but its relative contribution was still only about 2 per cent.

Utilisation of the Resources

There is a general consensus in the state of U.P. that several educational facilities are underutilised. Optimum expenditure policies can favourably affect the pace at which more resources can be raised to finance school education in the state.

Grants-in-Aid in Relation to Performance

The present system of financing school education in U.P. is largely based on state support in the form of grant-in-aid to privately managed educational institutions at the secondary level and to schools managed by local bodies (Parishadiya Schools) at the elementary level of education. In U.P. as in other states earmarking of tax revenue for the financing of school education has been non-existent.

Equity Issues: Freeship etc.

School education in U.P. is caught up in a triangular problem — quantitative achievements, qualitative performance and equity consideration that is providing free or low cost education to poor and backward sections of the society in the state.

Major Strengths and Weaknesses of the School Education Sector of U.P.

A brief resume of the major strengths and weaknesses in respect of school education scenario of the state may be depicted succinctly as follows :

Strengths

- Concerted efforts have been made towards establishing new schools, enhancing the enrolment, retention of students and imparting quality education of pupils.
- The UPBEP in 17 districts and DPEP II and III in 60 districts have been successfully launched with visible effects on enhanced physical and infrastructural inputs of the schools and sustainable impacts on school and classroom processes.
- The comparisons made at the level of BAS, MAS and FAS indicate a very encouraging picture in respect of fairly high student achievement, improved physical inputs and school/classroom instructional processes and reduced rates of drop-outs in the age-group of 6-14 years.
- The school curricula have been revamped, the new textbooks for primary schools have been developed and a system of comprehensive and continuous evaluation is being introduced.
- There is a gradual shift of control from the district level to the block level in respect of administration, supervision and academic support of the primary and upper primary level education in the state.
- The academic support structures created in the shape of BRCs and CRCs have been strengthened gradually since 1995.
- The eligibility level for admission to pre-service training for teachers in elementary education has been raised in terms of their general education background by requiring it to be at least a graduation.
- Information technology has been introduced in the state by incorporating a computer literacy course in 222 secondary schools through Classes XI and XII.

Weaknesses

- Although multi-pronged strategies have been employed for minimising the effects of social discriminations, class-wise distinctions, local conditions, urban–rural constraints and gender disparities, still there are gaps and short-falls.
- There has been unprecedented increase in the number of students of elementary and secondary levels — but the increase in the number of institutions and teachers could not be commensurate with the same. The teacher-pupil ratio has been adversely affected leading to mechanistic pedagogic practices.

- There are glaring inadequacies which persist in so far as incorporating local specifics in the curriculum of primary level is concerned.
- The level of teaching-learning and co-curricular activities when compared with the public and privately managed schools is in majority of Government and Parishadiya schools not upto the mark.
- The inspection and supervision of schools have tended to become more or less ritualistic and are devoid of academic force and purpose.

Addressing the Tasks Unfulfilled and Issues Unresolved

Some of the unfulfilled tasks and issues pertaining to school education which still persist may be indicated as follows:

- *Access:* The children from disadvantaged groups, particularly from SC/ST category, nomads, slums in the urban areas, labour class and of the population segments identified below poverty lines do not have the same access as their affluent and more advantaged counterparts.
- *Expansion and Coverage:* There has been a sporadic increase in the number of schools (primary, upper primary, secondary and senior secondary), in the enrolment of boys and girls and in the strength of teachers, yet the coverage in respect of the disadvantaged segments has not been equitable because of the existing socio-economic imbalances and disparities.
- *Quality and Excellence:* The standards of performance are not indicated in clear and unambiguous terms.
- *Teacher Motivation and Professionalism:* The tendency of teachers to go in for private tuitions or engage in coaching has not been curbed effectively.
- *Resource Generation for Education and Better Utilisation:* Allocation of budget should take into account the prevailing disparity between rural and urban areas. To impose educational cess on those who can easily afford it is being advocated for a long time now.
- *Generation of Support Material:* For effective teaching transactions it will be in order if packages containing textbooks, supplementary audio-visual materials, audio-video cassetes, teachers' guides and self-instructional kits are made available at the school level for an integrated and optimised use. This will lead to a gradual adoption of learner-friendly, modular and self-instructional multi-media packages in the school pedagogy.
- *Autonomy, Accountability and Academic Audit:* Granting of autonomy to teachers and schools is becoming a vexed issue specially during the past few years. How and to what extent such autonomy be granted are matters still not adequately attended?
- *Gender Disparities:* In addressing the issues of gender disparities,

the mindset of the parents, particularly in rural areas has posed to be the main bottleneck.

- *Literacy and Alternative Schooling:* Alternative modes and approaches of schooling with local specifics-based curricula, textbooks, TLM and effective evaluation system need to be explored for learner friendly orientation of primary schools.

- *System of Evaluation:* Our schools, teachers and students are not used to carry out self-evaluation and conduct academic audit to identify specific strengths and weaknesses.

- *Vocationalisation of Senior Secondary Education:* Despite centrally sponsored schemes and certain targets laid down in the MHRD's Programme of Action — 1992, due to absence of effective school-industry linkages, low perceptions of the status of vocational education, want of properly trained core teachers/instructors and other factors the vocationalisation of senior secondary education (+2 stage) has not picked up a desired level of success.

- *Major Paradigm Shifts:* The system has yet to reach distinct milestones in promoting and using active learning methods in the school set up. The learner-initiatives in the classroom interactions are not very prominent.

- *Research Support and Training Inputs:* Educational research in the state has not contributed to the emergence of a viable level of support in respect of policy-making and policy implementing strategies of school education. Capacity building through use of *action research* and continuous training inputs have to remain a high priority goal for the school education sector.

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List of Abbreviations

ABSA	:	Assistant Basic Shiksha Adhikari
ASP	:	Alternative Schooling Programme
BEd	:	Bachelor of Education
BAS	:	Baseline Assessment Survey
BEP	:	Basic Education Project
BETI	:	Better Education Through Innovation
BRC	:	Block Resource Centre
BSA	:	Basic Shiksha Adhikari
BTC	:	Basic Teacher Certificate
CBSE	:	Central Board of Secondary Education
CCE	:	Continuous and Comprehensive Evaluation
CEP	:	Continuing Education Programme
CPEd	:	Certificate in Physical Education
CPI	:	Central Pedagogical Institute
CRC	:	Cluster Resource Centre
CREDA	:	Centre for Rural Education Development and Assessment
CSVE	:	Centrally Sponsored Schemes of Vocationalisation of Education
CTE	:	College of Teacher Education
CWD	:	Child and Women Development
DEAC	:	District Education Advisory Council
DIET	:	District Institute of Education and Training
DIOS	:	District Inspector of Schools
DLC	:	District Literacy Committee
DLL	:	Desired Level of Learning
DPEd	:	Diploma in Physical Education
DPEP	:	District Primary Education Programme
ECCE	:	Early Childhood Care and Education
EFA	:	Education For All
ELTI	:	English Language Teaching Institute
ET	:	Educational Technology
EVS	:	Environmental Studies
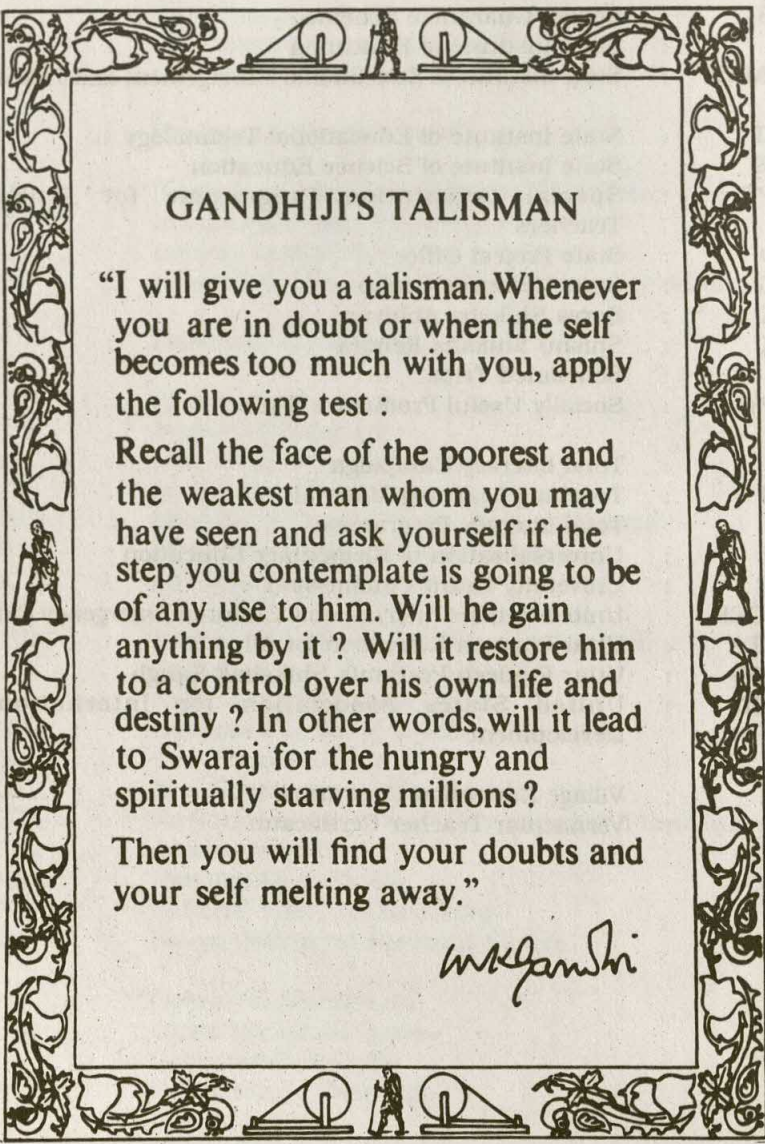
FAS	:	Final Assessment Survey
GOI	:	Government of India
GOIUN	:	Government of India United Nations
GOUP	:	Government of Uttar Pradesh
HTC	:	Hindustani Teacher Certificate
IASE	:	Institute of Advance Studies in Education
ICDS	:	Integrated Child Development Services
ICSE	:	Indian Council of Secondary Education
IEHC	:	Integrated Education for Handicapped Children
LT	:	Licentiate in Teaching
M.Ed	:	Master of Education
MPhil	:	Master of Philosophy
MAS	:	Mid -term Assessment Survey
MGT	:	Multi Grade Teaching
MHRD	:	Ministry of Human Resource Development
MIS	:	Management Information System
MLL	:	Minimum Level of Learning
NCERT	:	National Council of Educational Research and Training
NCLP	:	National Child Labour Project
NCTE	:	National Council of Teacher Education
NFE	:	Non-Formal Education
NGO	:	Non-Governmental Organisation
NIEPA	:	National Institute of Educational Planning and Administration
NOS	:	National Open School
NPE	:	National Policy on Education
NPRC	:	Nyaya Panchayat Resource Centre
OB	:	Operation Blackboard
OBCs	:	Other Backward Castes
PhD	:	Doctor of Philosophy
PLC	:	Post Literacy Campaign
POA	:	Plan of Action
PSU	:	Public Sector Undertaking
PTA	:	Parent Teacher Association
RS	:	Ruchipurna Shiksha
SAIED	:	Special Accredited Institution for Education of Disadvantaged

SAVE	:	Society for Action and Vision Enterprises
SCs	:	Scheduled Castes
SCERT	:	State Council of Educational Research and Training
SGS	:	School Guarantee Scheme
SIE	:	State Institute of Education
SIEMAT	:	State Institute of Educational Management and Training
SIET	:	State Institute of Educational Technology
SISE	:	State Institute of Science Education
SOPT	:	Special Orientation Programme for Primary Teachers
SPO	:	State Project Office
SRG	:	State Resource Group
SSA	:	Sarva Shiksha Abhiyan
SSK	:	Shishu Shiksha Kendra
ST	:	Scheduled Tribe
SUPW	:	Socially Useful Productive Work
TLC	:	Total Literacy Campaign
TLM	:	Teaching Learning Material
TLP	:	Total Literacy Programme
UEE	:	Universalisation of Elementary Education
UGC	:	University Grant Commission
UNICEF	:	United Nations International Children Emergency Fund
UPEFA	:	Uttar Pradesh Education for All
UPPSS	:	Uttar Pradesh Prathmik Shikshak Sangh
USAID	:	United States Association for International Development
VEC	:	Village Education Committee
VTC	:	Vernacular Teacher Certificate

GANDHIJI'S TALISMAN

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away."

M.K.Gandhi

Contents

CONSTITUTION OF INDIA
Part IV A

Fundamental Duties of Citizens

ARTICLE 51A

Fundamental Duties – It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

CHAPTER 1

Fifty Years of School Education in Uttar Pradesh

The chapter is devoted to provide a backdrop of the state scenario in respect of its demographic, social, economic and cultural features. It also highlights the organisational structure of the existing educational system of the state by depicting the situations of expansion, coverage, access and participation rates in terms of school education. The state level policy initiatives including special incentive schemes have also been indicated with a view to focus on the developmental perspectives adopted in the course of fifty years of school education of the state.

The status of education in Uttar Pradesh as manifest from the perusal of various progress reports and documents indicates a steady pace both in the qualitative as well as quantitative aspects of developmental processes in the school education sector. The present chapter provides an account of the backdrop in this regard by describing the main features associated with the school education. It is devoted to explain the underlying socio-cultural ethos in the activities and programmes pursued by laying hand on relevant statistics available. The entire gamut of development in the school education sector of U.P. has been screened and examined with necessary care and caution. The evidences, which support the presentations at various levels, have been culled from secondary sources in most of the cases.

1.1 Historical Perspective

The State of Uttar Pradesh has a very ancient and interesting history to its credit. It has been considered in the later Vedic Age as Brahmarshi Desha or Madhya Desha. Many great sages of this age like Bharadwaja, Gautam, Yagyavalkya, Vasishtha,

Vishwamitra and Valmiki appear to have flourished in this state. Several sacred books of the Aryans were also composed here. Two great epics of India–*Ramayana* and *Mahabharata* appear to have been inspired by Uttar Pradesh.

In the sixth century B.C. Uttar Pradesh was associated with two new religions– Jainism and Buddhism. It was at Sarnath that Buddha preached his first sermon and laid the foundations of his order and it was in Kushinagar in Uttar Pradesh that Buddha breathed his last. Several centres in Uttar Pradesh like Ayodhya, Prayag, Varanasi and Mathura became reputed centres of learning. Sri Sankaracharya, the great Hindu reformer, established one of his *ashrams* at Badrinath in the medieval period. Uttar Pradesh passed under Muslim rule and led the way to a new synthesis of Hindu and Islamic cultures. Ramananda, Kabir, Tulsidas, Soordas and many other intellectuals contributed to the growth of Hindi and other languages.

Uttar Pradesh preserved its intellectual leadership even under the British administration. The British combined Agra and Oudh into one province and called it United Provinces of Agra and Oudh. The name was shortened to the United Provinces in 1935. In January 1950, the United Provinces was renamed as Uttar Pradesh.

1.1.2 Physiographic Scenario

The State of Uttar Pradesh is a unique state of India with diversity in its physical features and also in respect of its social, commercial, cultural, religious and historical importance. It covered an area of 29,411 sq. km. (including Uttaranchal the newly created state) which is 9 per cent of the total area of the country. Through Fig. 1.1 is exhibited the location of the state including the newly created state of Uttaranchal on the map of India. The state stands out to be prosperous with its physical, climatic and situational features having the south foot range of Himalayas known as Shivalik Range stretching from west to east in the north, the most fertile and wide spread gangetic plains including the bank of Yamuna and their tributaries in the middle and a part of southern peninsular hill, the plateau rich in minerals. It is bound by Tibet and Nepal in the north, Himachal Pradesh in the northwest, Haryana in the west, Rajasthan in the south west, Madhya Pradesh in the south and Bihar in the east. The state has 19 administrative divisions and 83 districts

INDIA

LOCATION OF UTTAR PRADESH

1991
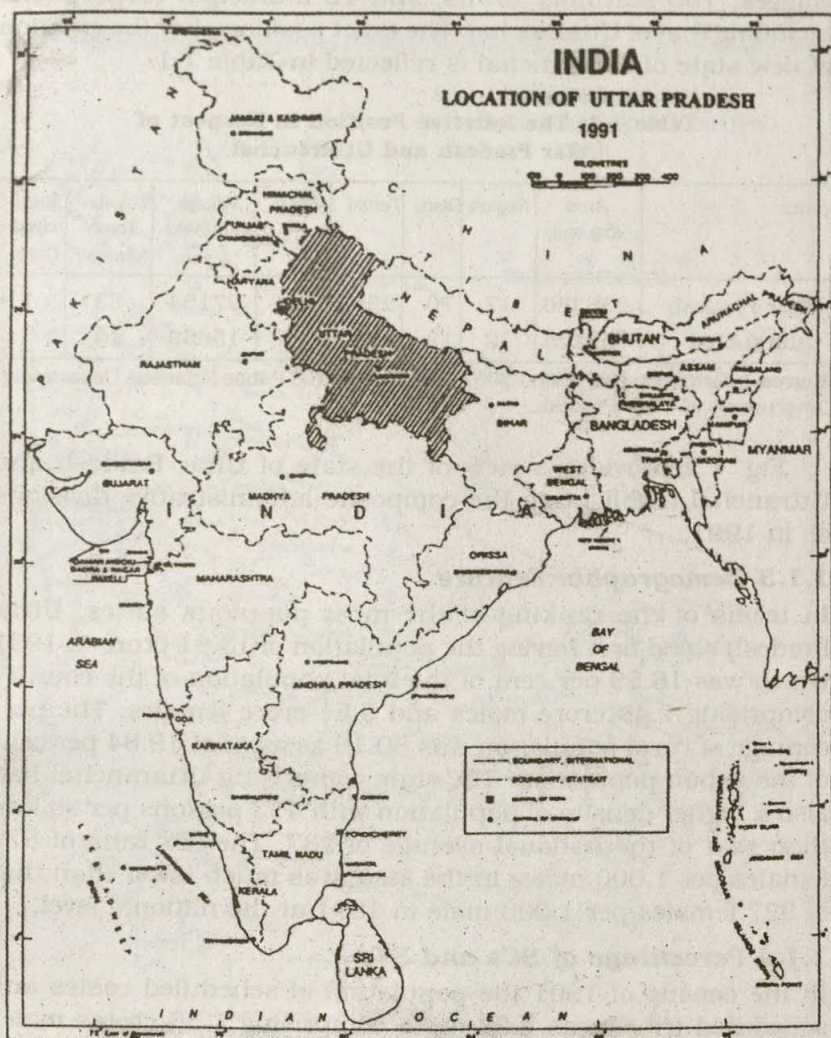
© Government of India Copyright 1999
Based upon Survey of India map with the permissions of the Surveyor General of India.
The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.

Fig.1.1 : India : Location of Uttar Pradesh

comprising 348 Tehsils, 904 development blocks, 1,12,803 villages, 753 statutory towns, and 12 municipal corporations including that of Uttaranchal. The exact position after the creation of new state of Uttaranchal is reflected in Table 1.1.

**Table 1.1: The Relative Position in Respect of
Uttar Pradesh and Uttaranchal**

State	Area (Sq. m.)	Region	Distt.	Tehsil	Block	Village Inhabited	Towns/ Town Areas	Muni- cipal Corp.
Uttar Pradesh	236386	17	70	298	809	97134	631	11
Uttaranchal	58125	2	13	50	95	15669	122	1

Source: Information Diary 2000-2001, Information and Public Relations Department, Government of Uttar Pradesh.

Fig. 1.2 provides a view of the state of Uttar Pradesh and Uttranchal highlighting the composite administrative divisions as in 1991.

1.1.3 Demographic Feature

In terms of the ranking of the most populous states, Uttar Pradesh stood first having the population of 13.91 crore in 1991 which was 16.59 per cent of the total population of the country comprising 7.40 crore males and 6.51 crore females. The percentage of rural population was 80.16 as against 19.84 per cent of the urban population. The state comprising Uttaranchal had also a higher density of population with 473 persons per sq.km. than that of the national average of 237. The sex ratio of 879 females per 1,000 males in the state was much lower than that of 927 females per 1,000 male in 1991 at the national level.

1.1.4 Percentage of SCs and STs

In the census of 1991 the population of scheduled castes and scheduled tribes was 2.92 crore comprising 1.56 crores males and 1.37 crore females constituting 21.5 per cent of the total population. The decadal growth rate was found to be 25.48 per cent which was slightly lower than that of the total decadal growth rate by 25.80 per cent in the year 2001.

1.1.5 Population Growth Rate and Density

The massive population increase is the main constraint in the development of the state. Table 1.2 depicts the population growth of the state vis-a-vis that of the country as a whole.

UTTAR PRADESH
ADMINISTRATIVE DIVISIONS
1991
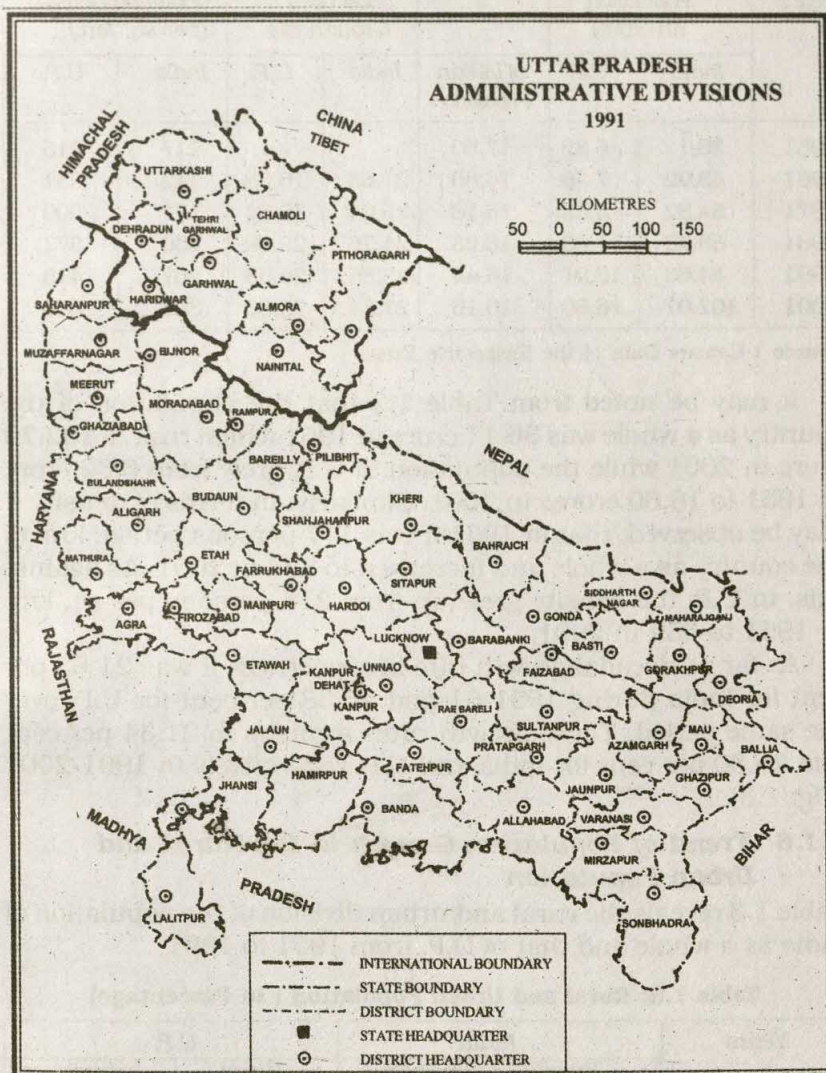
Fig. 1.2: Uttar Pradesh Administrative Divisions

Table 1.2: Population Growth of Uttar Pradesh vis-a-vis Population Growth of India

Years	Population (in crore)		%	Decadal Growth (%)		Population Density (per sq. km.)	
	India	U.P.	of Indian Population	India	U.P.	India	U.P.
1951	36.11	6.32	17.50	-	-	117	215
1961	43.92	7.38	16.80	21.63	16.38	142	251
1971	54.82	8.83	16.10	25.04	19.54	177	300
1981	68.33	11.09	16.23	24.76	25.39	230	377
1991	84.63	13.91	16.44	23.85	25.55	267	473
2001	102.07	16.60	16.16	21.34	25.80	324	689

Source : Census Data of the Respective Years.

It may be noted from Table 1.2 that the population of the country as a whole was 36.11 crore in 1951 which rose to 102.70 crore in 2001 while the population of U.P. grew from 6.32 crore in 1951 to 16.60 crores in 2001. Similarly, in terms of density it may be observed, that in 1951 it was 117 persons per sq. km. of the country as a whole and increased to 324 in 2001. As against this, in U.P. the density grew up from 215 persons per sq. km. in 1951 to 689 in 2001.

As far as decadal growth rate is concerned, it was 21.63 per cent for India during 1951-61 and 16.38 per cent for U.P. over the same period. These growth rates went up to 21.34 per cent and 25.80 per cent for India and U.P. respectively in 1991-2001 (Fig. 1.3).

1.1.6 Trend of Population Growth in the Rural and Urban Population

Table 1.3 reveals the rural and urban division of the population of India as a whole and that of U.P. from 1951 to 1991.

Table 1.3: Rural and Urban Population (in Percentage)

Years	India		U.P.	
	Rural	Urban	Rural	Urban
1951	82.71	17.29	86.36	13.64
1961	82.03	17.97	87.15	12.85
1971	80.09	19.91	85.98	14.02
1981	76.66	23.34	82.05	17.95
1991	74.29	25.71	80.16	19.84

Source : Census Data of the Respective Years.
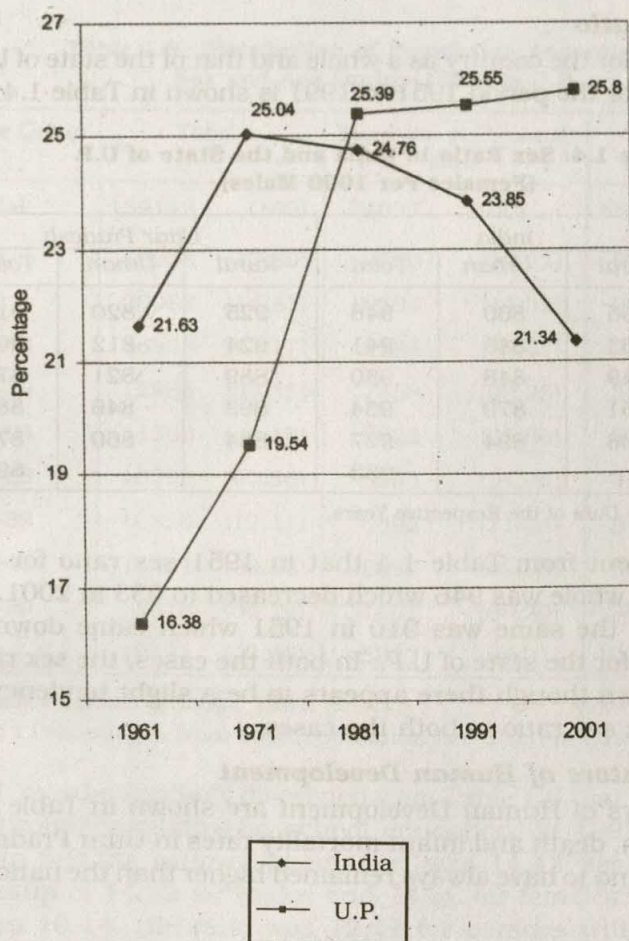
Fig. 1.3: Decadal Population Growth Rates

The data bring out the fact that in case of both all-India and U.P. urbanisation is on the rise. The urban population has gone up from 17.29 per cent in 1951 to 25.71 per cent in 1991 in respect of India while in U.P. it has gone up from 13.64 per cent in 1951 to 19.84 per cent in 1991.

1.1.7 Sex Ratio

The sex ratio for the country as a whole and that of the state of U.P. as available for the period 1951 to 1991 is shown in Table 1.4.

**Table 1.4: Sex Ratio in India and the State of U.P.
(Females Per 1000 Males)**

Years	India			Uttar Pradesh		
	Rural	*Urban*	*Total*	*Rural*	*Urban*	*Total*
1951	965	860	946	925	820	910
1961	963	845	941	924	812	909
1971	949	848	930	889	821	879
1981	951	879	934	893	846	885
1991	938	894	927	884	860	879
2001	-	-	933	-	-	898

Source : Census Data of the Respective Years.

It is evident from Table 1.4 that in 1951 sex ratio for the country as a whole was 946 which decreased to 933 in 2001. As against this, the same was 910 in 1951 which came down to 898 in 2001 for the state of U.P.. In both the cases, the sex ratio has gone down though there appears to be a slight tendency of revival in the sex ratio in both the cases.

1.1.8 Indicators of Human Development

The indicators of Human Development are shown in Table 1.5 through birth, death and infant mortality rates in Uttar Pradesh. These are found to have always remained higher than the national averages.

Table 1.5: Indicators of Human Development

State/All India	Birth Rate		Death Rate		Infant Mortality	
	1988	1999	1988	1999	1988	1999
Uttar Pradesh	37.1	32.4	13.2	10.5	124	85
All-India	31.5	26.5	11.0	9.0	94	72

Sources : 1. *Yearbook, 1990,* Ministry of Health and Family Welfare, Government of India, New Delhi.
2. *Bulletin on Rural Health Statistics in India* (June, 2000), Ministry of Health and Family Welfare, Government of India, New Delhi.

1.1.9 Distribution of Population According to Sex and Age Group

Table 1.6 embodies the details in respect of the distribution of the population according to male and female age groups for the state of U.P.

Table 1.6: Distribution of Population According to Sex and Age Group (1991) in U.P.

Age Group	Total		*(Population in Thousand)* Male		Female	
Total	139112	(100)	74037	(100)	65075	(100)
0-4	19054	(13.69)	9790	(13.22)	9264	(14.23)
5-9	20083	(14.43)	10604	(14.32)	9479	(14.56)
10-14	16938	(12.17)	9234	(12.47)	7704	(11.18)
15-19	12985	(09.33)	7358	(09.93)	5627	(08.64)
20-24	11360	(08.16)	5822	(07.86)	5528	(08.51)
25-29	10250	(07.36)	5253	(07.09)	4997	(07.67)
30-39	16856	(12.11)	8692	(11.74)	8164	(12.54)
40-49	12551	(09.02)	6687	(09.03)	5862	(09.01)
50-59	8515	(06.12)	4661	(06.29)	3854	(05.92)
60+	10521	(07.56)	5937	(08.01)	10521	(07.56)

Source : *Census of India,* 1991.
Note : Percentages from Total Population are Given in Parenthesis.

It may be specially discerned from Table 1.6 that for purposes of enrolment relating to school education, in 1991 in the age group 5-9 the ratio of population was 14.43 per cent with a breakup of 14.32 for males and 14.56 for females. For the age group 10-14, the ratio was 12.17 for persons with a figure of 12.47 for males and 11.84 for females. For subsequent age groups viz. 15-19 and 20-24 the figures stood at 9.33 and 8.16 for persons, 9.93 and 7.86 for males whereas 8.64 and 8.51 for females for the two age groups respectively.

Thus, it may be observed that except for the age group of 5-9 where the difference in the male and female composition is of a marginal nature in all other age groups relevant for school

education, i.e., 10-14 and 15-19, the female population is comparatively less than that of male population. Distribution of percentage of population according to sex and age group is also shown in Fig. 1.4.
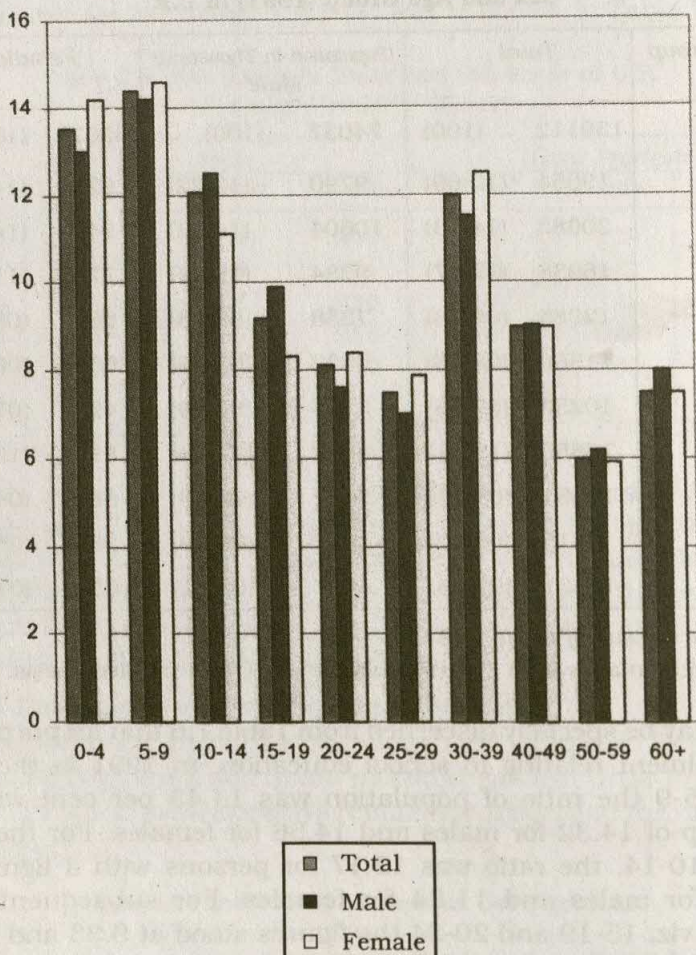
Fig. 1.4: Sex and Age Group Wise Distribution of Population in Percentages (1991)

1.1.10 Socio-Economic Features

The socio-economic characteristics of the state are derived from diverse and disparate elements belonging to strong agrarian and agricultural base. The principal source of economy is agriculture and in a few pockets it is clustered by industrial and natural resources supported by local/cottage industries.

Notwithstanding these distinctive features the state is also well known for its traditional fairs and cultural activities. It is interesting to observe that more than 2,250 fairs are held annually on different occasions at different places. About 78 per cent of habitants in the state depend on agriculture including animal husbandry. The net cultivated area in the state is 167.32 lakhs hectares. The total foodgrain production during 1997-98 was 401.55 lakh metric tons. The main crops of the state are wheat, rice, sugarcane, pulse and potato etc. Thus, agriculture plays a major role in the state economy. In 1983-84, 45.3 per cent of the population in the state was below poverty line as against a corresponding figure of 37.4 for the country as a whole. In the year 1999-2000 the percentage of the population below poverty line came down to 31.15 per cent comparing it to that of the all India average of 26.10 per cent.

1.1.11 Literacy Rate

Table 1.7 provides information in respect of the overall literacy rates for the state of U.P. alongwith that of India and some other states as per the provisional totals of 2001 Census of India. However, the figures for SCs (male and female) are drawn from 1991 census.

Table 1.7: Literacy Rate of U.P. in Comparison to Some Other States

State/All India	Overall			SC	
	Total	Male	Female	Male	Female
Kerala	90.92	94.20	87.86	85.2	75.3
Maharashtra	77.27	86.27	67.51	70.4	41.5
Karnataka	67.04	76.29	57.45	49.6	25.9
Madhya Pradesh	64.11	76.80	50.28	50.5	18.6
Uttar Pradesh	57.36	70.23	42.98	40.8	10.6
Bihar	47.53	60.32	33.57	30.6	7.0
India	65.38	75.85	54.16	49.9	23.7

Source: *Census of India*, 1991and Provisional for 2001 Census.

The overall picture which transpires from Table 1.7 is as follows:

- The total literacy in U.P. was 57.36 per cent, which is low as compared to 65.38 per cent for India. Similarly, the male literacy rate was 70.23 per cent as compared to female literacy of 42.98 per cent both being low vis-a-vis that of national coverages.

- The male literacy rate for SC category was found to be 40.8 per cent as compared to 10.6 per cent for female for the same group of population in U.P.

It may, therefore, be pointed out that both in overall as well as SCs category-wise terms, female literacy rates are much lower than the male literacy rates in the corresponding group.

1.2 School Education System in U.P.

After independence, during 1949-50 an educational structure of five years of lower primary education, three years of upper primary or middle, two years of high school and two years of intermediate (5+3+2+2) was adopted in the state.

The educational structure now in vogue is shown in Fig. 1.5.
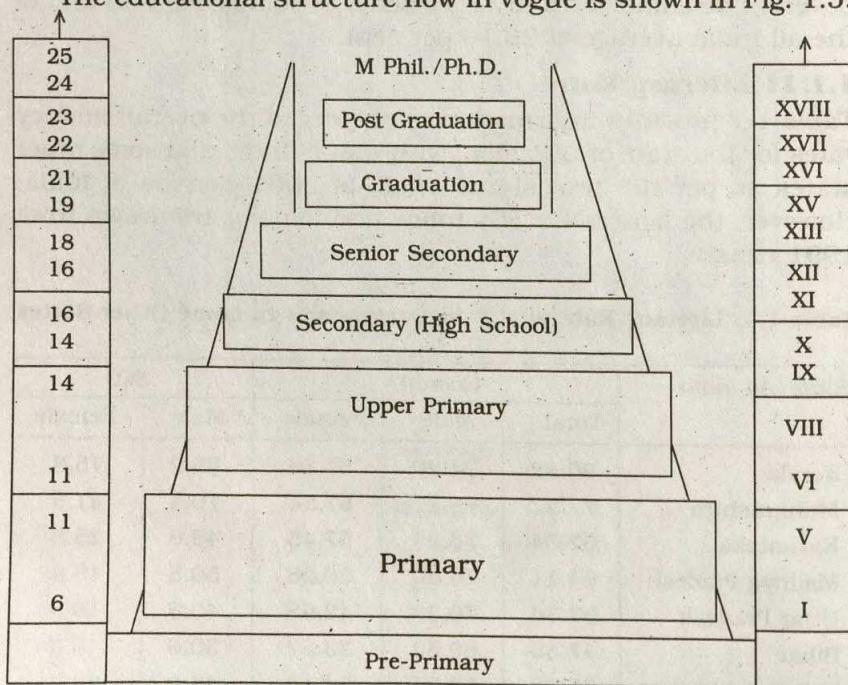
Fig. 1.5: Present Educational Structure in U.P.

1.2.1 *Organisational Structure of Existing Education System in the State of U.P.*

The education system in the state of Uttar Pradesh as it obtains today has passed through a chequered history of about 150 years or so. Starting as a completely centralised system it has tended to become a highly decentralised one now. A small structure of the education department was established in 1850 for the first time. This was under the tutelage of a Visitor General of the Province who had the jurisdiction over the vernacular schools. Consequent upon the Wood's Despatch, the Post of Visitor General was replaced by that of the Director General of Public Instruction. Subsequently, under the Local Self-Government Act (The Act of 1883 since replaced), the responsibility of primary education was transferred to the district board. In urban areas the responsibility of primary education was entrusted to the municipalities. But, in the case of inspection and supervision the responsibilities vested in the department of education. At the Secretariat level, in the beginning, the department of education was looked after by the Chief Secretary to the Government of U.P. and thereafter by the Judicial Secretary, U.P.

Another important development in the education department took place when the U.P. Intermediate Education Act, 1921 came into force. It envisaged the establishment of the Board of High School and Intermediate Education for conducting matriculation and intermediate examinations, which were previously conducted by the Allahabad University. The board was entrusted with the work of regulating and supervising Intermediate Education in Uttar Pradesh and to prescribe courses thereof. At the Secretariat level the charge of education was given to a full time Secretary. However, in 1923, the responsibility of some other departments like Agriculture and Industries were also assigned to the Education Secretary.

At the field level, a Divisional Inspector of Schools in each revenue division was appointed with an Assistant Inspector of Mohammedan Schools (except for Kumayun Division). At the district level, Deputy Inspector of Schools was appointed. For overseeing the management of girls' education, the state was divided into ten circles each under the control of an Inspectress of Girls Schools. The Post of Director of Public Instruction was re-christened as Director of Education. After the attainment of

independence each district was provided with a district inspector of schools and the state was divided into five regions each under a supervisory control of Regional Deputy Director for boys and girls separately.

At present, the state is divided into 17 regions with a Joint Director Education and a Deputy Director and an Assistant Director for Secondary and Basic Education respectively to accelerate the expansion and to ensure the improvement of secondary and elementary education in the state. The State Board of Basic Education was set up by the name of Basic Shiksha Parishad U.P. in 1972 in pursuance of the Basic Education Act of the same year. The Board has been functioning as a corporate body with administrative and supervisory powers overall aspects of Basic Education.

1.2.2 The Present Set Up

The present organisational structure of the education department in the state may be depicted under two heads as shown in organograms. The first is the Secretariat level and the second is at the Directorate level. At the Secretariat level the structure which may be seen from Fig. 1.6 is headed by the Minister of Secondary Education with a Minister of State for secondary education and a Minister of State (independent charge) for Basic Education. Under this organisational structure Principal Secretary (education) is the Chief Executive Officer of the department who oversees the work of Secretary (Basic Education) and Secretary (Secondary Education). There are four special Secretaries assisted by three Joint Secretaries, two Deputy Secretaries and one Under Secretary.

In addition to this there is one Officer on Special Duty who looks after libraries, a Senior Research Officer incharge of plan and budget and its monitoring. There is also a state standing committee on education for advising the Minister of Education from time to time on matters pertaining to education.

At the Directorate level there are five separate Directorates functioning under the school education departments. These are: Directorate of Education (Basic), Directorate of Education (Secondary), Directorate of (SCERT) – State Council of Educational Research and Training, Directorate of Adult Education and Non-Formal Education renamed as Directorate of Literacy and Alternative Education (w.e.f. 1-4-2001) and Directorate of Urdu and Oriental Languages. It may be further

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                        ┌─────────────────────┐
                        │ Minister of Education│
                        │     Secondary        │
                        └─────────────────────┘
                                              ┌──────────────────────────┐
                                              │   Minister of State       │
┌────────────────────┐                        │ (Independent Charge)      │
│ Minister of State  │                        │ Basic, Literacy & AE, SCERT│
│ (Secondary Edn.)   │                        └──────────────────────────┘
└────────────────────┘     ┌──────────────────────────────────────┐
                           │  State Standing Committee on Education │
                           └──────────────────────────────────────┘

               ┌───────────────────────────────────┐
               │   Principal Secretary Education    │
               │ Basic, Sec., Literacy & AE, SCERT  │
               └───────────────────────────────────┘

  ┌──────────────┐                                      ┌──────────────┐
  │  Secretary   │                                      │  Secretary   │
  │  Basic Edn.  │                                      │ Secondary Edn.│
  └──────────────┘                                      └──────────────┘

┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│ Director │ │ Director │ │ Director │ │ Director │ │ Director │
│ Basic Edn│ │  SCERT   │ │ Literacy │ │Secondary │ │Secondary │
│          │ │          │ │  & AE    │ │Education │ │Education │
└──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘

┌──────────┐ ┌──────────┐      ┌──────────┐              ┌──────────┐
│ Special  │ │ Special  │      │ Special  │              │ Special  │
│Secretary(1)│ │Secretary(2)│    │Secretary(1)│            │Secretary(2)│
└──────────┘ └──────────┘      └──────────┘              └──────────┘

                    ┌─────────────┐ ┌─────────────┐    ┌─────────────┐
                    │Joint Secretary│ │Joint Secretary│  │Joint Secretary│
                    │ Estb. Class-1 │ │ Pvt. HS/Inter │  │  Secondary,   │
                    │   & Above,    │ │   Colleges,   │  │  Govt. HS &   │
                    │ Literacy & AE │ │  Recog. etc   │  │ Inter College │
                    └─────────────┘ └─────────────┘    └─────────────┘

┌─────────────┐  ┌─────────────┐ ┌─────────────┐ ┌─────────────┐
│Joint Secretary│ │ Sr. Research │ │Dy. Secretary │ │Dy. Secretary │
│Basic Shiksha │ │   Officer    │ │ Coordination │ │Establishment │
│Parishadiya   │ │ Plan, Budget │ │  & Genenral  │ │(Secretariat  │
│Schools,      │ │ & Monitoring │ │              │ │ Edn. Branch) │
│Centrally     │ └─────────────┘ └─────────────┘ └─────────────┘
│Sponsored     │
│Schemes       │
└─────────────┘
┌─────────────┐       ┌─────────────┐
│Under Secretary│      │Officer on    │
│Basic Edn, Pvt.│      │Special Duty  │
│Schools & SCERT│      │Libraries     │
└─────────────┘       └─────────────┘
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Fig. 1.6: Uttar Pradesh Educational Administrative Set Up at the Secretariat Level

pointed out that with a view to ensure effective coordination and efficiency in the functioning of these Directorates, regular meeting is held at the Secretariat level where all the Directors are required to be present. It may also be indicated that various decisions pertaining to Directorates are taken invariably by consulting the concerned Director.

A brief description of the organisational structure of these Directorates is now being presented with a view to provide a holistic picture in this regard.

1.2.3 *Directorate of Basic Education*

The Directorate of basic education is headed by a Director assisted by two Additional Directors including one for basic education. There are also six Deputy Directors, four Assistant Directors and four Assistant Deputy Directors to look after the various responsibilities assigned to them from time to time. The Director (Basic) is Ex-Officio chairman of the Board of Basic Education and is assisted by a full time Secretary of the rank of a Deputy Director. The Secretary is also assisted by a Joint Secretary and a Deputy Secretary at the headquarter of Allahabad (Fig. 1.7).

1.2.4 *Directorate of Secondary Education*

The Directorate of Secondary Education as shown in Fig. 1.8 is headed by a Director and assisted by four Additional Directors in charge of different sectors of high and higher secondary education. These are: one for Woman, one for Secondary, one for Vocational Education and one for Correspondence Education. The Additional Director (Secondary) is assisted by two Joint Directors, eight Deputy Directors and seven Assistant Directors. The Director of education (Secondary) is Ex-Officio Chairman of Board of High School and Intermediate Education. The Secretary, Board of High School and Intermediate Education is assisted by three Additional Secretaries and 8 Deputy Secretaries in the central office at Allahabad. Besides these 5 Additional Secretaries look after the 5 regional offices with the help of Deputy Secretaries as indicated in Fig.1.9.

Fig.1.7: Directorate of Education (Basic)
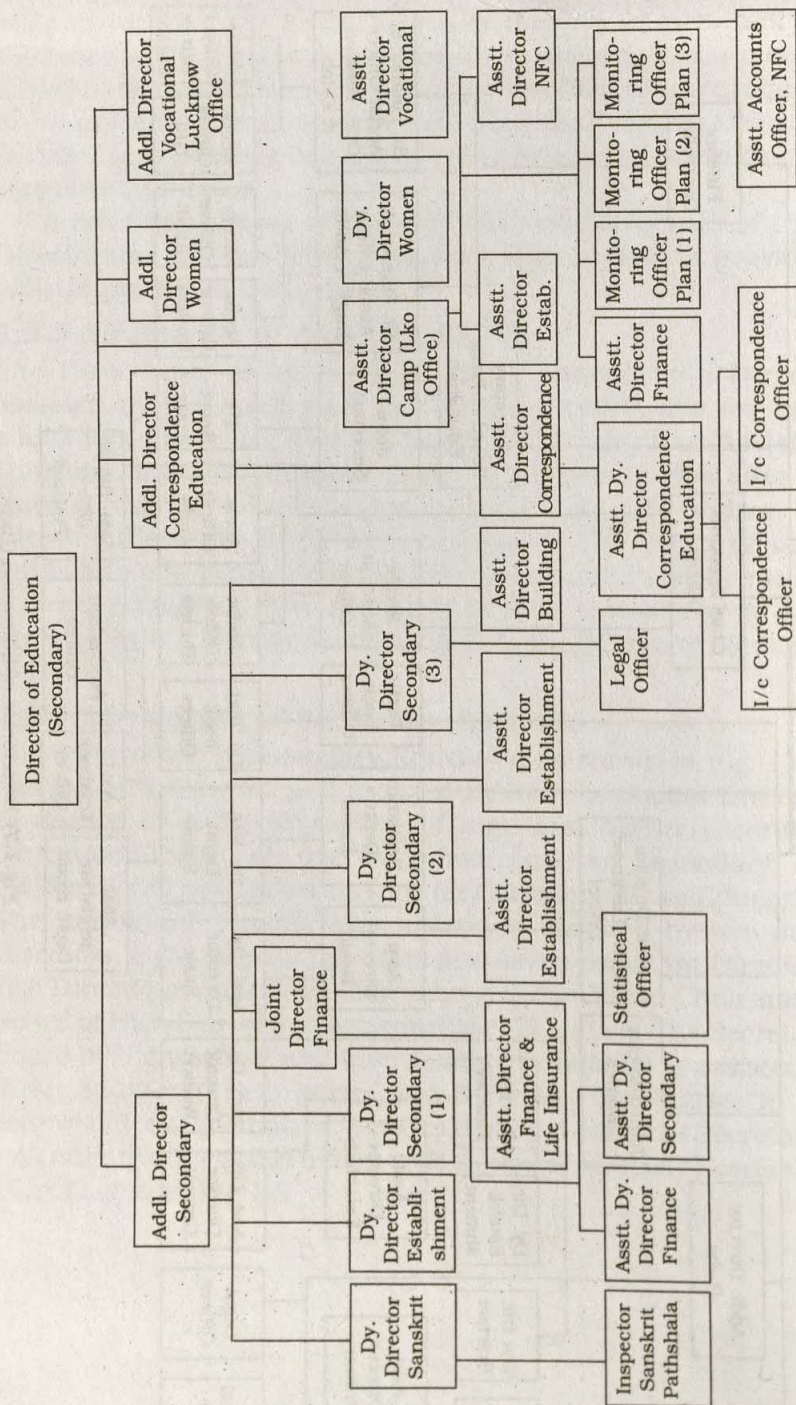
Fig.1.8: Directorate of Education (Secondary)

The administrative set up of the Board of High School and Intermediate Education, U.P. which is under the direct administration of Director (Secondary) is given below:

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                    ┌──────────────────────────┐
                    │  Director of Education (Sec.) │
                    │        Chairman           │
                    └──────────────────────────┘
                               │
                        ┌────────────┐
                        │ Secretary  │
                        └────────────┘
            ┌──────────────────┐              ┌──────────────────┐
            │  At Headquarter  │              │ At Regional Offices│
            │    Allahabad     │              │                  │
            └──────────────────┘              └──────────────────┘
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| Addl. Secretary Admn. | Addl. Sec. Research & Reorganisation | Addl. Sec. Textbooks | Senior Finance and Account Officer | Addl. Secretary |

| Dy. Secretary | Dy. Secretary | Dy. Secretary | Account Officer | |

| Asstt. Secretary | | | Asstt. Account Officer | |

| Allahabad | Varanasi | Meerut | Bareilly | Nainital |

| Dy. Secretary | | Dy. Secretary | Account Officer | Dy. Secretary |

| | Dy. Secretary | Account Officer | | Dy. Secretary | Account Officer |

Fig.1.9: Administrative Set Up in Respect of Board of High School and Intermediate Education, U.P.

1.2.5 State Council of Educational Research and Training (SCERT)

The State Council of Educational Research and Training was established in 1981 as a replica of NCERT in the form of a nodal organisation at the state level with a view to conduct training and research in respect of school education with special reference to elementary education and also to function as an apex academic body of the state for providing academic support pertaining to all stages of school education within the state. It is being looked after by the Director, a full time Joint Director Training assisted by an Assistant Deputy Director at its headquarter. With the setting up of the SCERT keeping in view the needs of the state
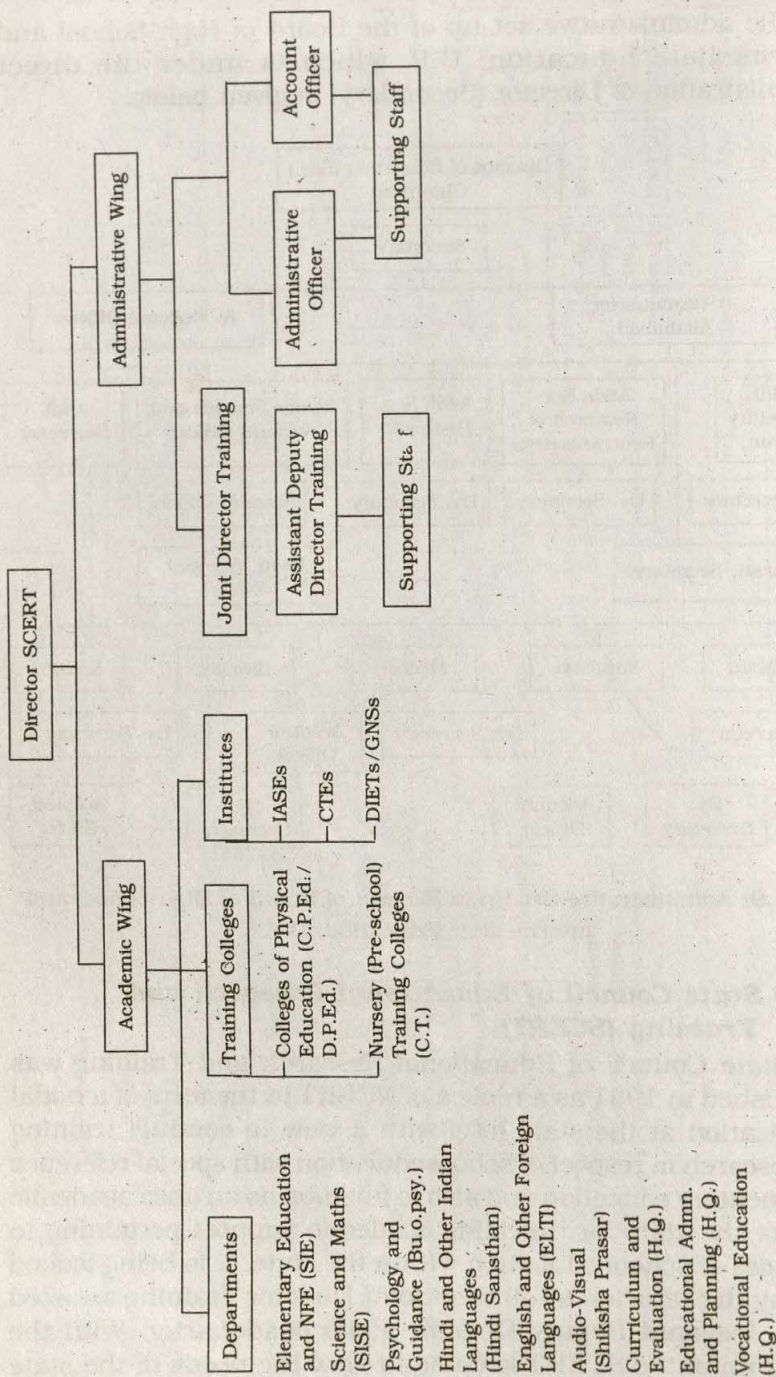
Fig. 1.10: State Council of Educational Research and Training, U.P. (SCERT)

and the functions associated with it, all special institutes functioning in the state were put directly under the academic and administrative control of the SCERT. In addition to this, all the DIETs, proposed CTEs and one IASE are under the academic control of the SCERT. The other two IASEs are functioning under the administrative control of the respective universities viz., Lucknow University and Rohilkhand University. However, in academic matters in respect of these IASEs, SCERT has jurisdiction. Fig. 1.10 provides the academic and administrative structure of the SCERT.

1.2.6 Directorate of Literacy and Alternative Education

The newly created Directorate of Literacy and Alternative Education has been entrusted with the responsibility of providing an effective coordination to the various programmes and activities for the spread of literacy and continuing education in respect of adults. This Directorate is also responsible for the implementation of programmes in respect of out of school children and various other focussed groups of the society in the state. It will also encourage innovative practices in education system.

The Directorate is being manned by a Director who is assisted by an Additional Director, and the Deputy Directors. Fig. 1.11 brings out the structure of the Directorate.
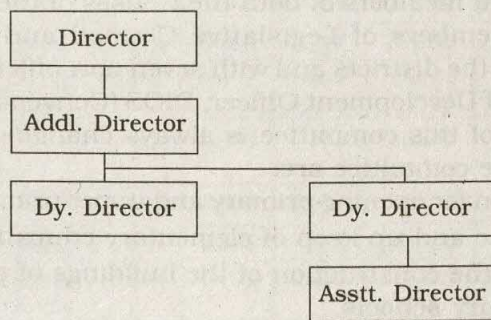
Fig. 1.11: Directorate of Literacy and Alternative Education

1.2.7 Directorate (Urdu and Oriental Languages)

The Directorate of Urdu and Oriental languages is also functioning in the state to supervise and monitor the instructions

of these languages and to ensure a desired level of standard and quality in this sector.

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                    ┌─────────────────────────┐
                    │        Director          │
                    │ Urdu and Oriental Languages │
                    └─────────────────────────┘
                                │
                    ┌─────────────────────┐
                    │    Deputy Director   │
                    │        (Urdu)        │
                    └─────────────────────┘
         ┌──────────────────┐      ┌──────────────────┐
         │ Deputy Inspector │      │     Inspector    │
         │  (Urdu Medium)   │      │  Arabic Madarsas │
         │  Regional Level  │      │                  │
         └──────────────────┘      └──────────────────┘
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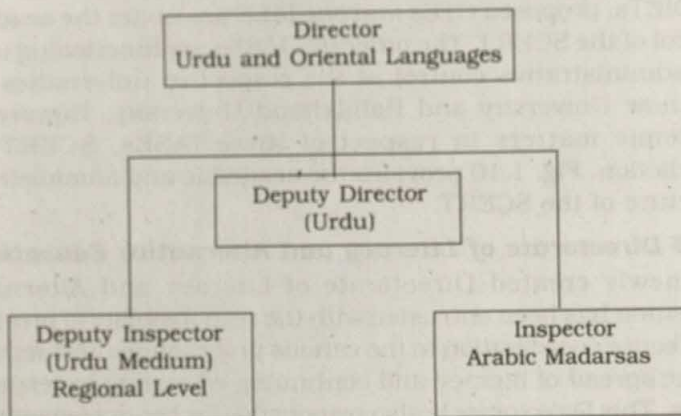
Fig. 1.12: Directorate of Urdu and Oriental Languages

1.3 District Education Advisory Committee

To assist and advise the district administration, there is a District Education Advisory Committee in each district which consists of all the elected members of both the Houses of the Parliament and all the members of Legislative Council and Legislative Assembly from the districts and with seven non-official members alongwith Chief Development Officer, DIOS (Convenor) and BSA. The structure of this committee is always changing. The main functions of the committee are:

(a) Site selection for opening primary and upper primary schools.

(b) Maintenance and up keep of elementary education.

(c) Monitoring the construction of the buildings of primary and upper primary schools.

(d) Developmental work regarding elementary education.

(e) Opening of new government secondary schools.

(f) Construction of Government secondary school buildings.

(g) Monitoring the vocationalisation of secondary education.

   The meeting of DEAC is always presided by one of the MPs MLAs present in the meeting.

1.4 Expansion and Coverage

There has been a sporadic expansion in school education of U.P. since 1951. This has obviously improved access and coverage in terms of rural, urban, gender and SCs/STs groups. The position in this regard has been worked out in decadal growth rate starting from 1950-51 to 1960-61, 1970-71, 1980-81, 1990-1991 and 1991-2001. The data in respect of the number of schools, enrolments of students, participation rates and coverage in terms of access to school education at different levels are being presented in this section and a systematic analysis is being undertaken with a view to focus on developments in respect of policy and implementation.

Table 1.8 depicts the growth of institutions at the level of primary, upper primary, secondary and higher secondary schools in decadal terms for boys and girls and for rural areas. The rise in number of schools in U.P. is also shown in Fig. 1.13.

Table 1.8: Number of Schools at Different Levels

Level		1950-51	1960-61	1970-71	1980-81	1990-91	1999-2000
Nursery Schools	Boys & Girls	6	73	141	65	45	45
Primary Schools	Boys	29459	35156	50503	70606	77111	96764
	Girls	2520	4927	11624	combined	combined	combined
	Total	**31979**	**40083**	**62127**	**70606**	**77111**	**96764**
	Rural Areas	23710	35302	55998	64021	71188	87482
Upper Primary Schools	Boys	2386	3674	6779	10355	11753	18441
	Girls	468	661	2008	3200	3319	3237
	Total	**2854**	**4335**	**8787**	**13555**	**15072**	**21678**
	Rural Areas	1984	3772	6367	11322	13530	18852
Secondary and Higher Secondary Schools	Boys	833	1489	2834	4420	5113	7122
	Girls	154	282	581	758	886	1427
	Total	**987**	**1771**	**3415**	**5178**	**5999**	**8549**
	Rural Areas	503	749	1840	3394	4093	7168

Source: *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

It may be readily seen from Table 1.8 that in absolute terms the total number of primary schools in 1950-51 was 31,979, which rose to 96,764 in 1999-2000, indicating an approximately five-fold increase. The number for rural areas was 23,710 in
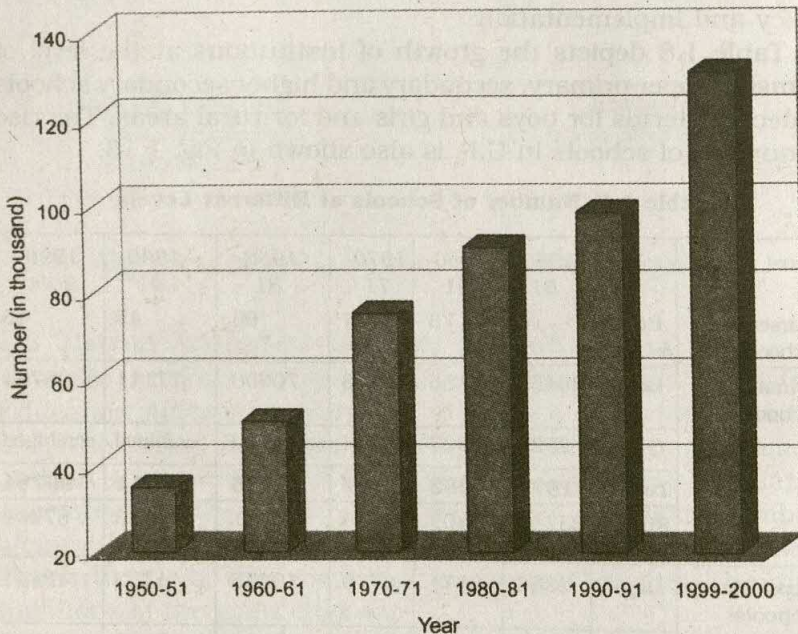
Fig. 1.13: Rising Number of Schools in U.P. (1950-2000)

1950-51 while in 1999-2000 it escalated to 87,482 showing a four-fold increase only. The position with regard to the number of upper primary schools as it stood in 1950-51 has also improved by the year 1999-2000. There were 2,854 upper primary schools in 1950-51 which rose to 21,678 in 1999-2000 registering an almost seven fold increase. In rural areas the position in this regard shows a similar upward sliding. There were only 1,984 upper primary schools in the rural areas in 1950-51 but by the year 1999-2000 it increased to 18,852 which implies an almost nine-fold rise in the number of such schools. In the case of secondary and higher secondary schools, it may be pointed out that the number of institutions in 1950-51 was 987 only. But by 1999-2000 it increased to 11,524 showing approximately twelve-fold rise. In rural areas the number of such schools was 503 in 1950-51 which increased to 4,168 which is an almost eight-fold rise. Thus, it is evident that from 1950-51 to 1999-2000, the number in respect of primary schools has registered a five-fold increase, for upper primary schools an approximately seven-fold increase and in respect of secondary and senior secondary schools almost a nine-fold increase. Likewise the rise in the number of schools for rural areas has shown an increase of the order of four-fold, nine-fold and eight-fold for primary, upper primary and secondary/senior secondary level institutions respectively. Thus, the expansion viewed in terms of the number of institutions in the primary, upper primary and secondary level education has been quite impressive.

A detailed analysis of the obtainable situation in respect of expansion when attempted at various decadal points confirms more or less a similar position. In the year 1950-51, the number of primary schools stood at 31,979 while in 1960-61 it rose to 40,083 showing one and a quarter fold increase. The situation further improved in 1970-71 when the number of such institutions increased to 62,127 registering nearly two-fold increase. In 1980-81 and 1990-91 the number of such schools increased to 70,606 and 77,111 showing two and a quarter-fold increase respectively in comparison to the base year of 1950-51. Thus, except for the decade 1980-81 to 1990-91, where the increase in the number of primary schools is only marginal, there has been an upward swing in the number of schools in primary education. By the turn of the century in the year 1999-2000, the number of such schools has risen to 105,304

which is almost 1.25-fold increase from the preceding decade of 1990-1991.

The decadal growth in the number of upper primary schools also reveals an upward swing. Thus, in 1950-51, there were 2,854 upper primary schools while in 1960-61, the number rose to 4,335 showing one and half-fold increase. In 1970-71, there was a tremendous rise in the number of such schools. The figure rose to 8,787 which is an almost three-fold increase. In the following decade of 1980-81, the number of such schools increased to 13,555 showing nearly five-fold increase in gross terms. A similar upward swing is manifest in the decades 1990-91 and 1999-2000. This also indicates a fairly salutary pace of expansion. The position of primary and upper primary schools in respect of the increase in the numbers taken together for elementary education sector (Class I to VIII) as a unit appears to be quite gratifying in terms of the policy and programmes pursued during the spell of about fifty years or so.

The increase in the number of schools in secondary and higher secondary sector in decadal terms tends to show almost a similar trend. In 1950-51, there were 987 schools in this sector. The number rose to 1,771 in 1960-61 and to 3,415 in 1970-71, showing a considerable increase in absolute terms. Likewise in the decades 1980-81 and 1990-91 a steep increase in the number of such institutions in absolute terms is evidenced by the figures of 5,178 and 6,142 respectively. During 1990-91 to 1999-2000 the increase from the preceding decade was approximately double. Thus, as stated earlier, quantitatively speaking the secondary and senior secondary sector has also posted a remarkable high rate of expansion.

As is further evident from Table 1.8 the expansion in rural areas at all levels of school education in terms of the number of schools has been pretty impressive.

1.4.1 Enrolment of Students

Another aspect of expansion relates to the enrolment of students. This has been studied in terms of students registered/enrolled at the primary, upper primary and secondary/senior secondary levels. The data in this regard are summarised for each decade starting from 1950-51 to 1999-2000 in Table 1.9.

Table 1.9: Number of Students at Different Levels

Level		1950-51	1960-61	1970-71	1980-81	1990-91	1999-2000
Nursery	Boys	644	4486	13742	9276	4711	6256
Schools	Girls	162	3068	10551	5979	5227	6173
	Total	**806**	**7554**	**24293**	**15255**	**9938**	**12429**
Primary	Boys	2292175	3170868	6748031	6593572	7893063	8560920
Schools	Girls	334948	787660	3867691	2774829	4068501	4843140
	Total	**2727123**	**3958528**	**10615722**	**9368401**	**11961564**	**13404060**
Upper	Boys	278339	446139	1095740	1412783	2026314	2171874
Primary	Girls	69798	103688	285166	391731	721254	1010153
School	**Total**	**348137**	**549827**	**1380906**	**1804514**	**2747568**	**3182027**
Secondary	Boys	359580	757592	1851759	2752494	3614474	4021356
and Higher	Girls	57825	154485	463977	695829	1145932	1774321
Secondary	**Total**	**417405**	**912077**	**2315736**	**3448323**	**4760406**	**5795677**
Schools							

Source : *Shiksha Ki Pragati*, Directorate of Education, U.P., 1999-2000.

A perusal of Table 1.9 shows that in 1950-51, there were 27,27,123 students enrolled with primary schools while in 1999-2000, the number stood at 134,04,060 in absolute terms. This shows that there is almost five-fold increase. In upper primary schools also the enrolment of students expanded nearly Nine-fold from 3,48,137 in 1950-51 to 31,82,027 in 1999-2000. A similar situation is obtainable in respect of secondary and higher secondary education sector. In 1950-51, there were 4,17,405 students enrolled in this sector whereas in 1999-2000, the number rose to 57,95,677 showing fourteen-fold increase. The situation pertaining to the gradual expansion of enrolment from the base year 1951 to 2000 is further reinforced by the figures displayed in the Table.

An analysis of the data presented through Table 1.9 may be further carried out to reflect the decadal growth commencing from the base year 1951. It is apparent from the Table that in 1950-51, there were 27,27,123 students enrolled in the primary schools which increased to 39,58,528 in 1960-61 and to 1,06,15,722 in 1970-71, showing one and a half and two and a half-fold increase respectively. In the year 1980-81, the enrolment

in this sector increased to 93,68,401 while in 1991, it rose to 1,19,61,564 showing nearly three and a half to four and a half-fold-increase. In 1999-2000, the number of students showed a very high jump and it rose to 1,34,04,060 showing five-fold increase from the base year 1950-51.
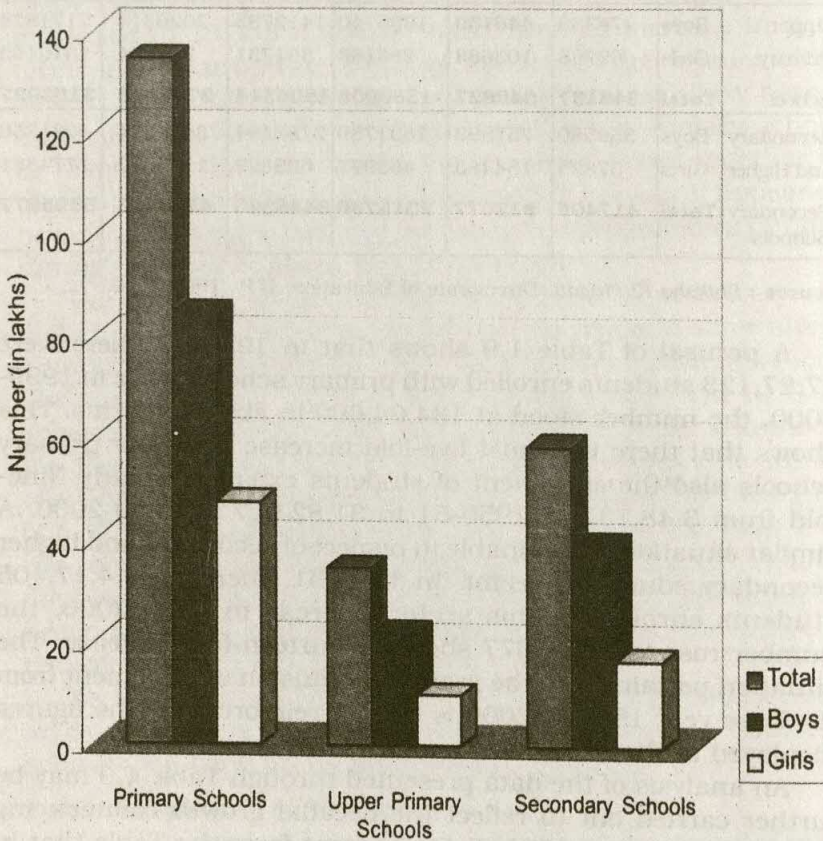
Fig. 1.14: Number of School Students in U.P. (1999-2000)

For upper primary schools in 1950-51, the enrolment was 3,48,137 and in 1960-61, it escalated to 5,49,827 and in 1970-71, to 13,80,906 showing one and a half to two and a half-fold increase. Again, in 1980-81, the number rose to 18,04,514 and to 27,47,568 in 1991, showing one and a half-fold increase at both the points. In 1999-2000, the enrolment in this sector increased to 31,82,027 showing one and a quarter-fold increase.

In the secondary and higher secondary education sector the total enrolment was 4,17,405 in 1950-51 and it increased to 9,12,077 in 1960-61 and to 23,15,736 in 1970-71, showing two and a quarter-fold and two and a half-fold increase respectively. Again, in 1980-81, the enrolment in this sector further increased. It stood at 34,48,323 in 1980-81, 47,60,406 in 1990-91 and escalated to 57,95,677 in 1999-2000, showing one and a quarter-fold increase. Number of students in U.P. schools in 1999-2000, is also given in Fig. 1.14.

The growth in the number of teachers at different levels has also been recorded from the base year 1951 to 2000. Table 1.10 embodies the data in respect of strength of teachers for different levels of school education in decadal terms.

Table 1.10: Number of Teachers at Different Levels

Level		1950-1951	1960-1961	1970-1971	1980-1981	1990-1991	1999-2000
Nursery Schools	Male	8	51	270	69	24	28
	Female	14	348	750	490	243	256
	Total	**22**	**399**	**1020**	**559**	**267**	**284**
Primary Schools	Male	65110	87340	170857	203712	209120	236310
	Female	5189	11714	32502	44042	57037	82004
	Total	**70299**	**99054**	**203359**	**247754**	**266157**	**318314**
Upper Primary Schools	Male	11605	19057	41306	58775	78814	82798
	Female	2900	4202	10880	14326	19415	23890
	Total	**14505**	**23259**	**52186**	**73101**	**99329**	**106888**
Secondary and Higher Secondary Schools	Male	15453	30222	64810	96117	106650	114494
	Female	182	5854	14838	19747	19522	26838
	Total	**18227**	**36076**	**79648**	**115864**	**126172**	**141332**

Source: *Shiksha Ki Pragati*, Directorate of Education, U.P., 1999-2000.

It may be seen from Table 1.10 that in the base year of 1951 there were 70,299 teachers in primary schools which increased to 3,18,314 in 1999-2000, showing four and a half-fold increase. In upper primary schools there were 14,505 teachers in 1950-51, while the number increased to 1,06,888 in 1999-2000. In
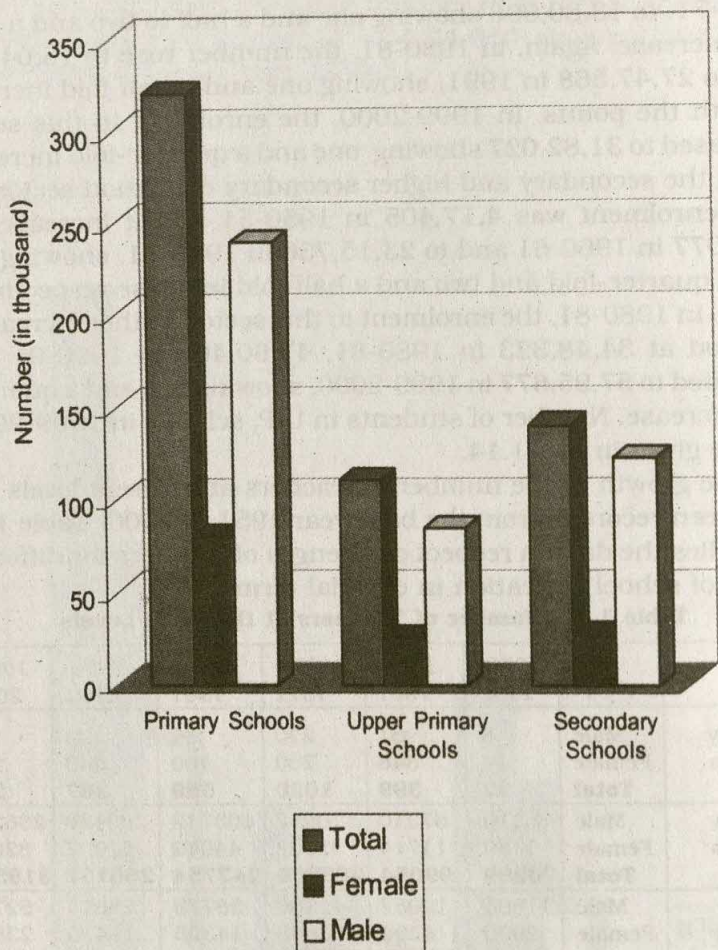
Fig. 1.15: Number of School Teachers in U.P. (1999-2000)

secondary and higher secondary school sector the number of teachers in 1950-51, was 18,227 whereas it slided up to 1,41,332 in 1999-2000. Thus, at all levels of school education there is a visible spurt in the number of teachers when compared from the base year of 1951 to that of 1999-2000.

Viewing the position of increase in the number of teachers at various levels in decadal terms the situation appears to be somewhat satisfactory although when examined from the corresponding increase in the number of students, it may not appear to be very salutary. In the decade 1950-51, the number of primary school teachers was 70,299 while in the decade 1960-61, it increased to 99,054 showing one and a half-fold increase only. In 1970-71, the number of teachers in this sector further rose to 2,03,359 showing two-fold increase. Similarly, in 1980-81, the strength of teachers was reflected to be 2,47,754 while in 1990-91, it went upto 2,66,157 only showing a very modest increase considering the rise in the student enrolment. In the year 1999-2000, the number of primary school teachers has been put at 3,18,314 which in fact is indicative of a very marginal increase.

In respect of upper primary schools in the base year of 1951, there were 14505 teachers while it increased to 23,259 in 1960-61 and to 52,186 in 1970-71. Similarly, in the year 1980-81, the strength of teachers has been shown to be 73,101 in this sector while in 1990-91, it registered a spurt and went upto 99,329. In 1999-2000, the number of upper primary teachers has been posted at 1,06,888 showing a very substantial to a low rate of increase.

In the secondary/higher secondary school sectors the number of teachers as in 1951, was 18,227 which increased to 36,076 in 1960-61 and to 79,648 in 1970-71. Likewise, in 1980-81, the number of teachers in this sector was recorded to be 1,15,864 while registering a very marginal increase it rose to 1,26,172 in 1990-91. Again, it may be noted that the number of teachers in 1999-2000, went upto 1,41,332 showing only a very slight upswing. Fig. 1.15 shows the number of teachers in U.P. schools in 1999-2000.

Tables 1.8, 1.9 and 1.10 indicate in positive terms that the coverage as evidenced from the number of schools and enrolments of students appears to be quite satisfactory considering the divergent demographic and socio-economic background of the populace in the state.

1.4.2 Coverage of General and SC/ST Categories in Terms of Levels of School Education

The participation rate of the various segments of the population in terms of gender, SC/ST category and rural/urban areas may also be broadly surmised from the related figures reflected in Tables 1.8 to 1.10. In terms of the *Sixth All India Educational Survey* (reference data 1993) the participation of various categories of students of SCs/STs at primary, upper primary, secondary and higher secondary levels may be probed through data contained in Table 1.11.

Table 1.11 : Habitation of Primary, Upper Primary, Secondary and Senior Secondary Schools Indicating SCs/STs Coverage (in per cent)

Stage	Total	SCs	STs
Primary Upto One Km.	88.60 (93.76)	85.57 (91.32)	89.57 (88.55)
Upper PrimaryUpto Three Kms.	82.09 (85.00)	78.25 (82.54)	68.94 (79.66)
Secondary Upto Eight Kms.	86.54 (77.91)	83.10 (90.34)	81.66(75.83)
Higher Secondary	78.49 (63.60)	74.42 (67.03)	71.48 (43.38)

Source : *Sixth All India Educational Survey* (reference data 30 September 1993).
Note : Figures in Parenthesis Indicate National Level Coverage.

It may be observed from table 1.11 that at the point of time of the survey total population of children at primary school level served at the National Level comes out to be 93.76 per cent whereas for the state of U.P. it works out to be 88.6 per cent for the total population. For SC category the national level figure was 91.32 per cent whereas for U.P. it comes out to be 85.57 per cent. For the ST category the national level figure was 88.55 per cent whereas for U.P. it was 89.57 per cent.

For the upper primary school level the participation rate for the general category in terms of national figure was 85 per cent whereas for U.P. it was indicated to be 82.09 per cent. The participation rate of SC/ST categories in this sector was reported to be 82.54 per cent for SC and 79.66 per cent for ST at the national level whereas for U.P. the figures were 78.25 per cent for SC and 68.95 per cent for ST. For Secondary and Higher Secondary levels the participation rates of SC/ST category as compared to the general category in terms of the national figures appear to have exceeded the national mark. Thus, it may be

affirmed that in the secondary education sector the participation rate at the national level was 77.91 per cent while for U.P. it was 86.54 per cent for the same category. For the SC/ST categories the participation rates at the national level were recorded as 90.34 and 75.83 per cent respectively whereas for U.P. the participation rates in the same categories were 83.1 per cent and 81.66 per cent respectively, thus exceeding the national level.

In the higher secondary school sector also a similar participation rate holds good. Thus, at the national level the participation rate was reportedly 63.6 per cent whereas for U.P., it was 78.49 per cent. Again, the participation rates for SC/ST category at the national level were estimated to be 67.03 per cent and 43.38 per cent respectively while for U.P. for the same category the participation rates were shown to be 74.42 per cent and 71.48 per cent respectively. Thus, on the basis of evidence which might be adduced from the foregoing statistics and the necessary extrapolation carried out here, it may be averred with some confidence at least that in terms of the expansion and coverage depicted through the decadal growth, there exists a very encouraging participation rate. This is specially so in respect of the socially disadvantaged section of the population located in the rural areas of Uttar Pradesh.

1.4.3 Participation in Terms of Gender Coverage

The participation of girls and boys at the primary, upper primary, secondary and higher secondary levels of education as reflected through their enrolments on the reference data 1993 is depicted in Table 1.12.

Table 1.12: Participation of Girls and Boys in Terms of Enrolment

School Level		Total	Girls	Boys	Girls	Boys
					(In percentage)	
Primary	Total	13049355	4881977	8167378	37.41	62.59
	Rural	10344582	37163060	6631522	25.89	74.11
Upper Primary	Total	4543954	1445001	3098953	31.80	68.20
	Rural	3073701	842229	2231472	27.40	72.60
Secondary	Total	2151363	532502	1618861	24.75	75.35
	Rural	1146579	210390	936189	18.34	8166
Higher Secondary	Total	864454	282538	581916	32.64	67.36
	Rural	335647	84043	251604	25.03	74.17

Source : *Sixth All India Educational Survey,* Reference Data 30 September 1993.

It may be seen from Table 1.12 that the participation of girls and boys in terms of their enrolment in primary education sector was 37.41 and 62.59 per cent respectively. For secondary education sector the percentages of girls and boys were 24.75 and 75.35 respectively. While for higher secondary education the same figures were 32.64 and 67.36 per cent for girls and boys respectively.

The position, which finally emerges from the foregoing analysis indicates that the coverage in terms of gender also is quite satisfactory considering the literacy ratio for male and female and also the economic constraints, which the various programmes have to weather.

1.4.4 *Educational Scenario of Oriental, Arabic and Urdu Languages*

The state has also laid adequate stress on the development of indigenous educational structures for instructions in respect of the oriental languages of Sanskrit, Urdu, and Arabic at the school level. The curricula with regard to these have been upgraded and modernised. The upkeep and the management of the institutions for such types of education receives due academic and financial support of the state government.

1.4.4.1 *Sanskrit Pathshalas*

Sanskrit *Pathashalas* in U.P. organise the following courses equivalent to the formal system of education:

Prathama	:	Upper Primary Level
Purv Madhyama	:	Secondary
Uttar Madhyama	:	Senior Secondary
Shastri ⎫ Acharya ⎭	:	Higher Education Level

Table 1.13 depicts the number of *Pathshalas*, the strength of teachers and students in these institutions and the state grants allocated from the base year 1951 to 1999-2000 at a glance.

It may be noted from Table 1.13 that the number of recognised *Pathshalas* in the year 1950-51 was 3,400. Over the intervening period between 1960-61, 1970-71, 1980-81 and 1990-1991 the number of such *Pathshalas* diminished. However, in the year 1999-2000, as compared to the preceding decadal position the strength of such institutions registered a slight increase.

The number of students as evident from Table 1.13 has increased from 34,093 in 1951 to 1,20,456 in 1999-2000. There

has been more than two-fold increase from the year 1990-91 to 1999-2000. Thus, the growth in the preceding decade has been of a pretty marginal nature.

Table 1.13: Number of Sanskrit Pathshalas, Students and Number of Teachers

	1950-51	1960-61	1970-71	1980-81	1990-91	1999-2000
Recognised Pathshala	3400	1050	900	957	928	1284
Students	34093	42892	51245	62798	45100	120456
Teachers	3603	4644	4420	4580	4450	4480
Aided Pathashalas	332	637	810	867	928	928
State Govt. Grant (in Rs)	253518	962953	3573313	2195400	9153600	403735000

Source : *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000

The number of teachers in these institutions was 3,603 in 1950-51 and has shown a very modest increase during the year 1999-2000, when it rose to 4,480.

Similarly, the number of aided *Pathashalas* was 332 in 1950-51 and it has risen to 928 in 1999-2000. The decadal growth from 1960-61 to 1990-91 has shown only a slight upward swing.

The position in respect of the state grant has also been quite encouraging. In the base year of 1950-51, the state grant was to the tune of Rs 2.53 lakh, which increased to Rs 4,037 lakh in 1999-2000.

The responsibility of prescribing curricula and textbooks and conduct of examinations in respect of this system has been assigned to Sampurnanand Sanskrit University, Varanasi. Needless to mention that with the support of the state government through its relevant Directorate, the supervision, control and quality assurance in respect of these institutions vest in the said institutions and the Directorate.

1.4.4.2 Board of Secondary Sanskrit Education

The Uttar Pradesh Board of Secondary Sanskrit Education Act, 2000 came into force on 30 September 2000 leading to the establishment of a Board of Secondary Sanskrit Education in the state which will look into the matters connected therewith or incidental thereto. The Act clearly lays down the functions

and powers of the board alongwith the duties of the officials. The functions of the board inter alia are to prescribe the courses of the instructions, textbooks, other necessary books and instructional material for Prathma, Madhyama and Uttar Madhyama Classes in Sanskrit education alongwith the conduct of examinations at the end of the courses. The State Government has also constituted the Uttar Pradesh Board of Secondary Sanskrit Education vide its notification dated 17.2.2001 under the Chairmanship of the Director of Secondary Education, U.P. Its Headquarter is located at Lucknow. The Joint Director of Education, Moradabad Division is the Member Secretary. In addition to the Chairman and Member Secretary, there are 16 non-officials and 8 Ex-Officio Members of this Board.

1.4.4.3 Arabic Madarsa

In the Arabic Madarsas there are following stages:

Tahatania	: Primary level
Faukania	: Upper Primary level
Munsi	: High School level
Maulavi	: Intermediate level
Alim, Kamil, Fazil	: Higher Education level

Table 1.14 provides data in respect of the number of institutions, students and teachers for such types of schools.

Table 1.14: Number of Arabic Institutions, Students and Teachers

	1950-51	1960-61	1970-71	1980-81	1990-1991	1999-2000
Recognised Arabic Madarasa	86	104	146	283	400	840
Students	-	16706	29578	53442	89735	95389
Teachers	620	726	1606	3670	5560	5948
Aided Arabic Madarsas	186	104	123	209	237	317
State Govt. Grant (in Rs)	90672	124156	331415	800800	4128800	55907000

Source: *Shiksha Ki Pragati*, Directorate of Education, U.P., 1999-2000.

It may be seen from Table 1.14 that the number of recognised Arabic Madarsas, the number of students enrolled and the strength of teachers have shown a consistently rising pattern from the base year of 1950-51 to 1999-2000. This trend holds good in respect of Aided Arabic Madarsas as well except in the year 1960-61.

The curricula and syllabi in respect of such schools are prepared by the Registrar Arabic Madarsas and the examinations are also conducted by the Registrar Arabic Madarsas, U.P. The academic and financial support is being provided by the Director, Minority Welfare Department, U.P. but the administrative and supervisory controls are being exercised by the Directorate of Urdu and Oriental Languages.

1.4.4.4 Urdu Education

Keeping in view the importance of Urdu Language in the state, Directorate of Urdu was constituted in the year 1989. Formally, this Directorate was responsible for the development of Urdu Language alongwith its extension and for providing proper incentive to it but in the year 1991, the development, management and supervision of Sanskrit and 12 Modern Indian Languages also came under this Directorate.

Besides this, Urdu teachers are also appointed to teach Urdu in Junior and Senior Basic Schools under centrally sponsored scheme. A number of schools were opened in the Muslim populated areas as indicated in Table 1.15.

Table 1.15: Number of Urdu Schools

Year	Primary Schools	Upper Primary Schools
1994-95	577	144
1995-96	577	144
Total	1154	288

Source : *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

It may be noted that 7,589 Maktabas are also running in the state to provide Urdu education at the primary level.

Further information regarding Urdu schools and teachers may be shown as follows:

Primary Level

Primary Schools	15,855
Primary School Parishadiya (Urdu Medium)	422
No. of Maquatubs	1,151
Primary School Parishadiya with Urdu as single subject	356

Teachers and Students

Teachers in Parishadiya Schools	7,589
No. of students reading in Urdu medium	2,68000
No. of students reading Urdu as single subject	12,75000

Upper Primary Level

Private Jr High Schools with Urdu as a single subject   363

Parishadiya Jr. High Schools with Urdu as a single subject	4,453
Students reading Urdu as a single subject	67,200

Secondary Level

Number of Government schools providing Urdu Education	109
Number of Private schools providing Urdu Education	830

1.4.4.5 *Anglo Indian Schools*

At present there are 110 (including 21 Anglo Indian Schools) institutions affiliated to the Council for the Indian School Certificate Examination, New Delhi and 688 institutions affiliated to the Central Board of Secondary Education, New Delhi. In addition to such institutions, the Government of U.P. has accorded recognition to 32 other institutions for conducting Classes up to VIII Class standard. Thus, the total number of these schools in the state is 830. At the time of independence there were 32 (including Uttranchal) such schools in U.P.

The following institutions have been receiving a sum of Rs two thousand per annum in the shape of recurring maintenance grants.

- La Martiner College, Lucknow
- Loreto Convent High School, Lucknow
- St. Agnes Loreto High School, Lucknow
- Railway Primary (English Medium) School, Tundla, Agra
- Railway Primary (English Medium) School, Mughal Sarai, Varanasi

1.5 Expenditure of the State

Educational expenditure in Uttar Pradesh has shown a very remarkable increase over the plan period. In terms of actual amount the educational expenditure has gone up in U.P. from Rs 7.10 crore in 1950-51 to Rs 345.87 crore in 1980-81. It reached a level of Rs 6096.33 crore in 1999-2000.

As compared to total educational expenditure that on school education has gone up from Rs 4.85 crore in 1950-51 to Rs 281.17 crore in 1980-81 which further went up to Rs 5,224.72 crore in 1999-2000. The relevant figures of educational expenditure in U.P. are summarised in Table 1.16.

Table 1.16 : Summary of Educational Expenditure in U.P.

(Rs in crore)

Year	School Expenditure	Total Education Expenditure	Total Budgetary Expenditure
1950-51	4.85 (68.31)	7.10 (13.70)	51.84
1980-81	281.17(81.29)	345.87(20.15)	1716.09
1999-2000	5224.72(85.70)	6096.33(20.48)	29761.88

Source: *State Budgets.*

Notes: (i) Figures in parenthesis are in percentage.

(ii) Details of educational expenditure in U.P. are available in Chapter 9.

In terms of the ratio of total educational expenditure, school education expenditure stood at 68.31 per cent in 1950-51 which went up to 81.29 per cent in 1980-81 and jumped to 85.70 per cent in 1999-2000. At the same time it may be observed that total educational expenditure as a ratio of total state budgetary expenditure went up from 13.70 per cent in 1950-51 to 20.15 per cent in 1980-81 and slightly increased to 20.48 per cent in 1999-2000.

These ratios reveal two overall trends:

● Total educational expenditure has grown up as a ratio of total budgetary expenditure, by 6.78 percentage points, and

● The ratio of school educational expenditure has gone up in the total educational expenditure over the last five decades by 17.39 per centage points.

These trends suggest that expenditure priorities have received preference in respect of total education in general and school education in particular.

1.6 State Level Policy Initiatives Including Special Incentive Schemes

The preceding depiction in respect of expansion and coverage indicating enrolment, participation rates, access and expenditure clearly provides a peep into the policy initiatives at the state level. The trend shows a concern for equity and excellence and efforts to meet the Constitutional commitments recently emphasised in the national as well as state level contexts. Three distinct features of the state level policy initiative may be highlighted in this regard. These are (i) expanding access specially with reference to the focus groups, (ii) ensuring quality of performances in terms of teaching learning outcomes, teacher

inputs, TLM, and physical infra structures and, (iii) Institutional capacity building with an eye on promoting sustainable development through use of innovative policies, programmes and interventions considered to be efficacious and expedient for addressing the gaps in the system. In the following paragraphs these initiatives have been narrated briefly in the context of the school education scenario of the state.

- According to the constitutional commitment the children in the age group 6-14 are to be provided compulsory and free education. As such most of the education budget is diverted to primary education giving first priority to universalisation of elementary education programmes.
- Checking the dropout and detention rates with a view to ensure that the retention capacity of the school is enhanced by making the programmes more effective.
- To give more stress on the admission of boys and girls belonging to the categories of the scheduled castes, scheduled tribes and backward class categories.
- To provide free education to the students of weaker sections of the society and to expedite free distribution of textbooks, arranging of mid-day meal and maximum number of scholarships.
- To improve the environment of primary education, to raise new buildings in terms of needs and to repair the old ones and making available aids and teaching material.
- Opening of new primary schools in unserved areas as envisaged in *Sixth All India Educational Survey* and also in those identified through school mapping.
- To provide full support to non-formal education activities already in the state carried out with the assistance of Central Government
- To encourage the children of weaker sections of society specially those whose families are totally unaware of utility of education to enter any schooling system.
- For qualitative improvement in elementary education, a programme of action such as the following has been implemented.
- Curriculum changes incorporating environmental study, socially useful and productive work and co-curricular areas.
- Adoption of the dynamic teaching-learning processes and improved testing and evaluation procedures.

- Providing need based inservice training inputs to the teachers.

Other innovative programmes launched include:

- Joyful learning
- Activity based learning
- Community involvement in school construction project
- Total literacy campaign
- Provision for teaching-learning material through Operation Black Board Scheme
- Enrolment drive campaign namely, "School Chalo Abhiyan"

1.6.1 Uttar Pradesh Basic Education Project

The project was launched in 1993, in ten districts. Later on, the number of districts covered under the project increased to 17 (Varanasi, Bhadohi, Gorakhpur, Allahabad, Banda, Etawah, Sitapur, Aligarh, Saharanpur, Pauri, Nainital, US Nagar, Kaushambi, Chitrakoot, Hathras, Chandauli and Auriya) due to creation of new districts from large districts. The major interventions under the project aimed at building institutional capacity, improving quality and retention in schools and expanding access specially of girls/ SC and ST category.

1.6.2 District Primary Education Programme

The Government of India launched District Primary Education Programme as centrally sponsored scheme with financial and technical assistance to the states for primary education. In 1997, DPEP-II and in 2000, DPEP-III were launched covering 18 and 38 districts respectively in the state with the avowed goals reflected earlier.

The details of these programmes have been delineated at appropriate places of this report.

1.6.3 Special Incentive Schemes

The State Government has launched special incentive schemes for different focus groups specially, those belonging to SC and ST categories and girls. These incentive schemes also include the various welfare programmes piloted from time to time. A detailed description of some of the relevant incentive schemes is given in Chapter 2.

1.7 State Level Commissions and Committees

In the post-independence era especially since 1951, a number

of commissions and committees have been appointed at the national and state levels to deliberate on various aspects of education with a view to explore speedy and expeditious reforms and solutions. In the state of U.P. several such committees have contributed immensely to the stock of ideas in this regard. The first such committee under the rubric "Secondary Education Reorganisation Committee was appointed with Acharya Narendra Dev as its Chairman in the year 1938, and later in 1952, after independence. The committee made recommendations for bringing out qualitative changes in respect of curriculum, vocational education, denominational institutions, examinations and training of teachers. The committee inter alia offered suggestions for supply of textbooks, control of education and staffing pattern, fee structure and working days. A number of these recommendations could not, however, be implemented because of a clear policy frame being absent.

In the following decade soon after the Kothari Commission Report (1964-66), the state appointed the core groups of educationists, educational experts and educational administrators to examine the possibility of adopting these recommendations to the extent possible. Their recommendations were given due importance by highlighting the need for value education, national integration and vocationalisation of school education. Subsequently, under the Chairmanship of Dr J.D.Shukla, ICS (retired) a moral education committee was constituted vide notification 2884/XV-14-30 (7) 80 dated May 26 1980. The committee considered the problems connected with the introduction of moral education in schools and colleges of U.P. in some depth. The broad recommendations of the committee were as follows:

- Moral education should be included in all Classes from Class I to XII.
- Moral education should be conceived and understood in a wider and comprehensive sense.
- Equal respect for all the religions should be promoted.
- Teachers training in moral education keeping in view the role of teachers in this respect should be undertaken at various levels.

With the advent of the National Policy on Education (1986) and the Programme of Action (1986 and 1992), the GOU.P.

proceeded towards speedy and meaningful implementations and follow up of the spectrum of reforms relating to educational structure, the content and process of education and the management of education. In making the system work various practical issues were examined threadbare by the district and block level core groups constituted for the purpose. To further enhance the possibility of effective implementation of the new strategies suggested in the revised NPE (1992) a state level committee for school education was formally set up under the Chairmanship of the then V.C. of Lucknow University and the MLC Dr Hare Krishna Awasthi during the year 1992. Needless to mention that the committee offered wide ranging suggestions in respect of organisation of curricula, conduct of examinations including measures for prohibiting use of unfair means in examinations and production of textbooks and study material and administrative/organisational reforms. In a spate of over nine years now the State Government has further accelerated the pace of development leading to high expansion and coverage, increased access and retention and decreased rate of drop-outs particularly at the primary education level.

1.7.1 *Major Thrusts of State Initiative*

Some of the major thrusts shown in the policies and programmes of school education pertain to the concern for quality, equality of educational opportunity, improved pedagogy and a dependable system of evaluation and launching a sustained drive for fairly efficient and decentralised administration of the schools, participatory and need based training inputs and creation of strong academic support structure for BRC and CRC in the primary education sector. In addition to these, a consistent attempt is being made to widen the bases of access by adopting effective strategies in respect of alternative schooling, distance mode of learning and information technology and to revamp the school curricula and textbooks in order to accommodate the perceptions and need of the focus groups within the state. The pre-service and in-service training programmes are being imparted a complete face lift to the extent that the concept of accountability has been made an integral part of teacher education programmes. With the introduction of U.P. BEP, the DPEP II and III as important interventions, the focus is shifting to capacity building and ensuring sustainable developments in

the primary and upper primary education sector. The secondary and senior secondary level education has also been brought under the purview of needed reforms for which beginnings have been made in the areas of curricular changes, examination and evaluation patterns and the important sector of vocational education.

CHAPTER 2

Universalisation of Elementary Education

The chapter provides recent and in-depth information about steps taken by the state in universalising elementary education including early childhood care and education. The chapter also provides an account of the role of NGOs and community participation and analyses issues and problems relating to the situations of single teacher schools and multigrade teaching.

As a national agenda the major focus of education system remains on Universalisation of Elementary Education (UEE) and Education For All (EFA). There has been a move to incorporate the Right to Education for all children upto 14 years of age as a Fundamental Right derived from the Right to Life of the self. UEE is not only to be interpreted in the context of providing opportunities for universal enrolment but also in terms of the provision for quality improvements in teaching-learning system of elementary schools leading to achievement of goals of minimum levels of learning.

2.1 Universalisation of Elementary Education in U.P.

Provision of free and compulsory education to all children until they complete the age of 14 years, is a Directive Principle of State Policy. Recognition of the need for a literate population and the crucial importance of elementary education, was expressed unequivocally in the resolve spelt out in the National Policy on Education —1986, and the Programme of Action —1992.

The POA emphasised the following aspects in the context of Universalisation of Elementary Education:
• universal access and enrolment;
• universal retention of children up to 14 years of age;

- a substantial improvement in the quality of education to enable all children to achieve minimum levels of learning;

The efforts made by U.P. in each of these areas and the present status in respect of the various targets is briefly outlined in present chapter.

2.2 Elementary Education Act

The present system of elementary education in U.P. is governed by the U.P. Basic Education Act, 1972. This Act came into force in August, 1972. On the enforcement of the provisions of this Act, all educational institutions of the Municipal Boards and Zila Parishads imparting primary education were transferred to the Basic Shiksha Parishad constituted under the Act. This Act provides for the establishment of a Basic Shiksha Parishad. It is applicable to the entire state. The term 'basic education' for purposes of the Act is taken to mean education imparted in the schools upto Class VIII.

As per Section 4 of the Act, the main function of the Parishad is to promote basic education in the state and coordinate the arrangements in this regard. It is charged with the responsibility for: (a) organisation of teachers' training for basic education and preparation of its syllabus and books; (b) conduct of examinations and awarding of diplomas and certificates for junior high schools and junior basic schools; (c) recognition, regulation and supervision of educational institutions imparting basic education; (d) preparation of schemes for promotion of basic education in any area of the state; and (e) receiving loans, grants and other assistance from the State Government and other sources.

The Parishad has the authority to appoint, with the prior approval of the state government, as many officers, teachers, and other functionaries as are required for its functioning on proper lines. Their service conditions are to be governed by the rules laid down by the State Government. The Parishad is to have its own funds to which all amounts received by it are to be credited. It is also empowered to incur any expenditure it considers necessary for the achievement of its objectives.

Section 10 of the Act provides for the establishment of the Zila Basic Shiksha Samiti and Nagar Basic Shiksha Samiti of the concerned areas to administer basic education. For each

village or group of villages setting up of a Village Education Committee (*Gram Shiksha Samiti*) is provided in Section 11 to make suggestions to Zila Basic Shiksha Samiti for the management of basic schools.

According to Section 12 of the Act, the Director of Education is empowered to issue directions for the effective control of basic schools through their inspection and visits, both normal and special. He is also competent to cancel the recognition of a particular school, if the functioning of the school is found to be unsatisfactory. The state government is empowered (Section 19) to make rules for the implementation of the provisions of the Act,. particularly in regard to the recruitment and service conditions of teachers of basic schools.

2.2.1 Schools

Achievement in terms of the number of primary schools during the plan period in U.P. is given in Table 2.1.

Table 2.1: Number of Primary Schools (1950-51 to 1999-2000)

Type	1950-51	1960-61	1970-71	1980-81	1990-91	1999-2000
Total	31979	40083	62127	70606	77111	96764
Rural	23710	35302	55998	64021	71188	87482
Urban	8209	4781	6129	6585	5923	9228

Source : *Shiksha Ki Pragati*, Directorate of Education, 1999-2000.

The Table 2.1 reflects the growth of primary schools from 1950-51 to 1999-2000. It may be observed that the number of primary schools grew from 31,979 in 1950-51 to 40,083 in 1960-61. In the next decade ending with 1970-71 the number of primary schools increased to 62,127 which went up further to a level of 70,606 in 1980-81. The number of primary schools stood at 77,111 in 1990-91, which went up to 96,764 in 1999-2000. The rural-urban division of the primary schools reveals that about 26 per cent schools were in urban areas and 74 per cent schools were found in rural areas. In 1999-2000, the number of primary schools in urban area came down to 10 per cent while 90 per cent of the primary schools were situated in rural areas.

2.2.2 Students and Teachers

The growth in the number of students and teachers from 1950-51 to 1999-2000 is reflected in Table 2.2.

**Table 2.2: Number of Students and Teachers in Primary Schools
(1950-51 to 1999-2000)**

(4,000s)

Type	1950-51	1960-61	1970-71	1980-81	1990-91	1999-2000
No. of Students	2727	3958	10615	9368	11962	13404
No. of Teachers	70	99	203	247	266	318

Source : *Shiksha Ki Pragati,* Directorate of Education, 1999-2000.

The Table 2.2 indicates that the number of students in 1950-51, was 2,727 thousand which went upto 13,404 thousand in 1999-2000. At the same time the number of teachers in primary schools in 1950-51, went up from 70 thousand to 318 thousand in 1999-2000. While the number of students in primary schools recorded about five-fold increase, in the number of teachers about 4.5 times rise was witnessed over a period of about five decades from 1950-51 to 1999-2000. This appears to be a plausible reason responsible for adversely effecting the student-teacher ratio in U.P. during the plan period.

2.3 Growth of Enrolment in Classes I–VIII Genderwise

Elementary education in U.P. is comprised of two levels.
-   Lower Primary consisting of Class I–V
-   Upper Primary consisting of Class VI–VIII

The enrolment for these two levels of primary education is given separately in Tables 2.3 and 2.4 which indicate the growth of total enrolment as well as genderwise enrolment.

In terms of enrolment, there has been an almost seven-fold increase at the primary level and twenty-fold at the upper primary stage.

Table 2.3 :Primary School Enrolment Classes I to V

('000s)

	1950-51	1960-61	1970-71	1980-81	1990-91	1996-97	1997-98
Girls	334	787	3867	2774	4068	7708	8414
Boys	2392	3171	6748	6593	7893	10606	10991
Total	2727	.3958	10615	9368	11961	18404	19405

Source: *Shiksha Ki Pragati,* Directorate of Education, 1997-98.

Table 2.3 shows that the enrolment in Class I to Class V has slided up from 2,727 thousand in 1950-51 to 19,405 thousand in 1997-98, which shows an increase of about seven-fold over the said period. The enrolment of girls has gone up from 334 thousand in 1950-51 to 8,414 thousand in 1997-98, which demonstrates a twenty five-fold increase in the female enrolment at this level. The enrolment of boys in lower primary Classes has increased from 2,392 thousand in 1950-51 to 10,991 thousand in 1997-98, which indicates an increase of a little more than four and half times over the reported period.

These trends suggest that the progress achieved in the enrolment of girls has been very remarkable which is a positive sign in the development of lower primary education.

Table 2.4: Upper Primary School Enrolment Classes VI to VIII

('000s)

	1950-51	1960-61	1970-71	1980-81	1990-91	1996-97	1997-98
Girls	69	103	285	391	721	226	2341
Boys	278	446	1095	1413	2026	4627	4639
Total	347	549	1380	1804	2747	6888	6980

Source: *Shiksha Ki Pragati*, Directorate of Education, 1997-98.

Coming to the analysis of data of enrolment given in Table 2.4 it is found that the total enrolment of students in upper primary schools (Class VI-VIII) has gone up from 348 thousand to 6,980 thousand from 1950-51 to 1997-98. This shows an increase of about twenty-fold over the said period. The enrolment of boys has gone up from 278 thousand in 1950-51 to 4,639 thousand in 1997-98, which reflects an increase of about seventeen-fold over the said period. As against this, the enrolment of girls in upper primary schools has jumped up very speedily from 69 thousand in 1950-51 to 2,341 thousand in 1997-98, registering an increase about 34 times over the said period.

Thus, at both the levels of elementary education, i.e., lower and upper primary enrolment of girls has posted massive increase.

2.4 Pre-School Education (ECCE)

The relevance of this programme is two-fold: it frees girls from siblings' care and household responsibilities to attend school

regularly and it facilitates school readiness among pre-school children. As ECCE is mainly provided through ICDS the BEP (and DPEP) interventions in this regard are in convergence mode. The strategy is to work through ICDS centres by providing training and material support and synchronisation of training of Aganwadi Centres and Primary Schools. Selection of centres and development of training module is also done in consultation with Department of Women and Child Development, Government of U.P. The convergence approach is apt to eliminate the duplication of services and it has proved to be a cost-effective measure.

Twelve hundred Shishu Shiksha Kendra (SSK) through convergence and another 50 in a non-ICDS block (in Sitapur by an NGO) were operational in U.P.BEP. Apart from this, 2,310 centres in DPEP-II districts and 1,886 in DPEP-III (against the target of 4,765) centres are operational in 2000-01.

The main features of the ECCE initiatives under the EFA project may be succinctly shown as follows:

- synchronise training of the SSK with that of the primary schools so that these centres run for an additional two hours to free older siblings, particularly girls of child care responsibilities and enable them to remain in school;
- relocate the ICDS centres in the proximity of the primary school;
- encourage the practice of play-way method to provide children an appropriate environment for development;
  The project provides the following additionally to an ICDS centre;
- honorarium to Aganwadi worker and helper to compensate for the extended timings;
- orientation training and annual refresher training in pre-school education to the ICDS functionaries;
- toys and games, play-ways material for the children in the centres. A non-recurring grant Rs 5,000 to each centre for purchase of equipments, toys, games and teaching-learning material. Rs 1,500 as annual recurring grant to each centre for meeting contingency expenditure.

An evaluation of SSKs by NCERT, New Delhi (Shishu Shiksha Kendra, an U.P. Basic Education Project Initiative, 1998) has shown that children from SSKs were better groomed, disciplined and participated in more activities and were more confident. The

workers and community members did report a positive impact of those centres, particularly after they were shifted to the primary school premises on the enrolment and attendance rates of both boys and girls. A general feedback was that the extension of timings had facilitated girls' enrolment and participation. In one of the districts, elder girls were reported to have gained the most from this intervention. Further, with regard to retention, the regulating of children attending primary grades has received a boost. In some places, VEC members reported that where there were 60 per cent children not coming to school earlier, the enrolment has gone up to 85 per cent after the opening of SSKs.

2.5 Access to Elementary Education

In order to provide universal access to schooling the Government of U.P. has adopted the norm of providing a primary school within a radius of 1.5 km. (1 km. in the hills) for a population of 300 people; and an upper primary school within 3 km. for a population of 800. Thus, a slightly different norm in respect of primary schools is being followed in the state as compared to the Government of India norm of providing a primary school within 1 km. for population of 300 in all topographical areas.

Almost, 12,043 new primary schools and 2,325 upper primary schools have been opened during the period of 1994-95 to 1997-98, apart from a large number of private schools. Nevertheless, recent surveys indicate that a fairly large number of habitations still remain unserved as per the norm of Government of U.P. It may be indicated that with financial inputs from the Jawahar Rozgar Yojna / Employment Assurance Scheme, as well as external credit under the U.P. Basic Education Project, the government is committed to saturate all unserved habitations within the next five years.

PROBLEM AND ISSUES

2.6 Identification of Gaps and Issues in UEE

Admittedly, a large gap remains to be filled before the goal of universalisation, particularly upto the upper primary stage can be attained. Nevertheless, the overall progress made by the state during the past 50 years has been fairly significant in the context of low starting levels. The growth in literacy rate has been substantial as is apparent from Table 1.7 of Chapter 1, but it is still slow to make telling impact on U.P.'s developmental path to the twenty-first century.

2.7 Limited Participation in the Schooling System

A large number of children either does not enter primary school or drops-out before completing the schooling cycle. This is more the case with girls and other children of disadvantaged categories. It is estimated that only about 20 per cent of girls enter upper primary school. The incomplete participation in primary education could, therefore, result in a growing number of adult illiterates.

Despite the substantial growth in enrolment a large number of children belonging to disadvantaged groups are still not enrolled in primary schools. Here again, girls are the worst sufferers as is evident from the general enrolment ratio (GER). The shortfall in participation can be readily surmised from the data given in Tables 2.5 and 2.6.

Table 2.5: Participation in Basic Education in U.P.
(1987-88) Literacy Rate (Age Group 10-14)

Area	Male (%)	Female (%)
Rural	68	39
Urban	76	69

Source: *District Primary Education Programme (DPEP - III) State Plan, Uttar Pradesh,* March, 1999.

Table 2.6: Proportion of Children Age Group 12-14
Never Enrolled in a School (1986-88)

Area	Male (%)	Female (%)
Rural	27	68
Urban	19	39

Source: *District Primary Education Programme (DPEP - III) State Plan, Uttar Pradesh,* March, 1999.

2.7.1 Shortfalls

It may be disclosed that significant factors, particularly fast growing population, have over-shadowed and impeded progress. Today, although India has one of the largest elementary education systems in the world, the largest number of out-of-school children (22 per cent of the global total) is in India. Moreover, improvement in the quality of education has not received the same priority as quantitative expansion, resulting in wide variations in the quality

of institutional infrastructure, teaching-learning processes and 'quality' of students passing out of these institutions.

Analysis of the existing situation in U.P. indicates that the main problems in the education sector relate to access and equity, quality and completion, efficiency and effectiveness of educational management and planning.

2.8 Existing Regional Disparities Within the State in Respect of UEE

Although significant progress has been recorded in the field of school education in Uttar Pradesh in the past 5 years, the state still remains as one of the most educationally backward state in the country. The literacy rate in Uttar Pradesh stood at 41.6 per cent against the national rate of 52.1 per cent as in 1990-91. Male and Female literacy rates are 55.4 per cent and 26 per cent, compared to the All India rates of 63.8 per cent and 39.4 per cent respectively. Enrolment figures display substantial urban-rural disparity, gender differences and disadvantages to Scheduled Castes and Scheduled Tribes. It is estimated that around one third of the children enrolling in primary school drop-out before completing the primary education cycle, with the proportion of girls and Scheduled Castes children being higher still. About 2.58 lakh children of the age group 6-11 years were not enrolled in primary school in 1998-99, for variety of reasons. The majority of these out of school children comprise of girls and children belonging to the Scheduled Castes.

The quality of education imparted in publicly funded schools in U.P. which accounted for about 84 per cent of primary school level enrolment in 1988-89 leaves much to be desired. Levels of learning achievement are below expectations and children acquire inadequate competence in literacy and numeracy. Unimaginative teaching-learning materials and techniques, poorly equipped and motivated teachers, inadequate educational facilities and weak school management, seriously affect the quality and efficiency of the basic education system and diminish the attractiveness of schooling. The main problems in the field of education are related to access and equity, quality and completion and efficiency and effectiveness of educational management and planning.

Thus, the overall scenario in respect of the basic education system, as it exists in U.P. today is characterised by the following important features:

- *Inequalities:* Average literacy rate in U.P. is low. This is compounded by enormous inequalities in educational achievemen's of males and females, urban and rural population, different social groups, such as Scheduled Castes, Scheduled Tribes and Minorities:
- *Variation Between Regions:* Although U.P. is, by and large, a homogeneous state, significant differences exist in social indicators from region to region. The variations are particularly significant with regard to gender ratio and incidence of poverty. Table 2.7 illustrates literacy rates and other important indicators in the five regions of U.P.

Table 2.7: Inter-Regional Contrasts of Literacy in U.P.

Regions	Share Total U.P. Population, 1991 (%)	Child Mortality Rate. 1981		Female-Male Ratio, 1991	Estimated Rural Birth 1988-90 (Per 1000)	Literacy Rate Age 7+, 1991 %		Incidence of Rural Poverty 1987-88
		M	F			F	M	
Himalayan	4.3	106	110	955	32.4	43	76	8
Western	35.6	170	145	841	39.7	27	55	26
Central	17.4	164	158	855	37.8	28	55	36
Eastern	37.9	154	144	923	37.4	21	55	43
Southern	4.8	166	147	846	37.1	24	58	50
All Regions	100.00	160	146	879	38.0	25	56	35

Source: *District Primary Education Programme, (DPEP III) State Plan of Uttar Pradesh,* March 1999.

Table 2.7 reveals that in terms of both female and male literacy, the Himalayan region (which is now in Uttaranchal) is on top, where female literacy is 43 per cent and male literacy 76 per cent-in 1990-91. Eastern U.P. is in the bottom with a female literacy of 21 per cent and male literacy of 55 per cent. It may be important to point out that Eastern U.P. accounts for 38 per cent of the total population of the state.

- *Limited Participation in the Schooling System:* Illiteracy in U.P. is widespread not only among the older age groups, but also among the young population. A large number of children either do not enter primary school or drop-out before competing the 5 years of schooling cycle. This is particularly significant among girls and children belonging to weaker

sections. It is estimated that only about 20 per cent of girls enter upper primary school.

The participation of the students in upper primary education in U.P. is revealed through Table 2.8.

Table 2.8 : Participation in Basic Education in Uttar Pradesh

Literacy Rate	Male	Female
Age 10-14 years (1987-88)		
Rural	68%	39%
Urban	76%	69%
Proportion of children aged 12-14 never enrolled in a school (1986-87)		
Rural	27%	68%
Urban	19%	39%
Proportion of rural children schools (1987-88)		
Age 5-9	45%	28%
Age 10-14 years	31%	

Source: District Primary Education Programme, (DPEP III), State Plan, Uttar Pradesh, March 1999.

Table 2.8 brings out the fact that female participation in upper primary education is only 39 per cent in rural U.P. whereas it is 86 per cent in urban U.P. Similarly, male participation rate in upper primary education in rural area is 68 per cent and in urban areas it is 76 per cent. Similar trends are also perceptible with regard to the data pertaining to the year 1986-87, in respect of rural and urban males and females.

- *Incomplete Enrolment:* The number of children in primary schools has increased by 23 per cent during the past eight years. The gross enrolment ratio has correspondingly increased from 81 to 99 per cent. Despite the substantial growth in enrolment, a large number of children belonging to disadvantaged groups are still not enrolled in primary schools. Here again, girls constitute the bulk of the disadvantaged group.

- *Low Rate of Completion:* It has ·been assessed that approximately 30 per cent of children enrolling in Class I do not complete Class V. An analysis as reflected in state plan document of DPEP III of U.P. with projected drop-out rates of 25 per cent had shown that 6.33 years were required on

an average to complete the five years of primary school cycle. There is substantial scope for reducing the result-ant input output ratio of 1.26, through quality interven-tions aimed at improving retention in primary school, (A World Bank Assessment showed that 8.7 years of school-ing were required in 1991 to produce a Class V 'graduate'.)

- *Low Efficiency of the System:* Dropping-out of school and lower than desired achievement levels of children, result in substantial wastage of scarce resources. As only about two thirds of the enrolled children complete primary schooling and only about half of those who finish are able to master the curriculum, a substantial portion of annual expenditures is being lost in this inefficiency.

- *Unattractive Public Schooling:* Inadequate school infrastruc-ture, poor quality of education; unattractive institutional materials, absenteeism and lack of motivation among teach-ers have resulted in uniformly poor quality of education in publicly funded schools. This has considerably diminished their attractiveness. Most parents seem to prefer private schools for their wards. The poorest children and those not having other options are forced to enter Parishad Schools. A majority of these children are first generation learners who might not be convinced about the rewards of education. Given the unappealing school environment, large number of these children are, understandably, potential drop-outs.

2.9 Retention

High drop-out rate at primary level has been a major obstacle in achieving the goal of UEE. The 42nd National Sample Survey (1986-87) had pointed out the following reasons for dropping-out of schools by children of primary level:

— not interested in further studies/education   28.4 per cent
— for taking part in household economic activity   24.5 per cent
— other economic reasons   21.0 per cent
— domestic chores   5.9 per cent
— failure   11.6 per cent

2.10 Drop-out

Although no systematic and in-depth study in respect of drop-out students has been made in the state, the drop-out rate trends

at primary level for DPEP-II Districts which may be treated as fairly dependable indicators are given in Table 2.9.

Table 2.9: Drop-out Rates at Primary School Level in DPEP II Districts

Year	Boys (%)	Girls (%)	Total (%)
1980-81	63.70	80.20	73.30
1990-91	30.67	42.42	34.82
1993-94	19.86	20.08	

Source: *District Primary Education Programme, (DPEP III), State Plan, Uttar Pradesh,* March 1999.

Table 2.9 indicates that there is a remarkable decline in the drop-out rates both for the boys and for the girls from 1980-81 to 1993-94. Among the boys the drop-out rate has declined from about 64 per cent to about 20 per cent while that of girls has come down more sharply from about 80 per cent to 20 per cent over the same period.

2.11 Single Teacher Schools

The prevalence of single teacher schools is a common sight in Uttar Pradesh. There is a large number of schools across the state where the entire teaching is managed by a single teacher. Table 2.10 presents the factual position in respect of a sample of 14 districts which clearly reveals that the incidence of single teacher is wide spread across the districts.

Table 2.10: Percentage of Single Teacher Schools in U.P.

Districts	1997-98	1998-99	1999-2000
Moradabad	10.4	12.6	14.9
Badaun	12.3	14.5	21.1
Bareilly	4.0	16.3	19.0
Pilibhit	22.1	17.7	26.0
Shahjahanpur	26.5	29.6	38.1
Firozabad	10.9	17.11	20.9
Lalitpur	23.0	34.5	23.7
Kheri	27.5	32.8	38.2
Hardoi	13.8	22.5	24.0
Gonda	27.5	36.0	40.8
Siddharthnagar	12.6	19.5	37.2
Mahrajganj	16.7	18.0	30.9
Deoria	16.3	14.9	19.5
Sonbhadra	33.5	46.0	63.0

Source: *An Assessment Trends in Access and Retention,* DPEP-II and NIEPA, 2000.

It may be noted from the perusal of Table 2.10 that in 1999-2000, as much as 63 per cent schools were single teacher school in Sonbhadra district. The same figure was 40.8 per cent in Gonda and more than 38 per cent for Kheri and Sahjahanpur districts. The best performing district an evident from the table is Moradabad, even where about 15 per cent schools in 1999-2000, were singe teacher schools.

What is worrisome is that in general there is an increasing trend as to the prevalence of single teacher schools over the period 1997-98 to 1999-2000.

In 1998-99, out of 6-11 years age group of population of 2.9 crore, 2.6 crore have been enrolled in primary schools, resulting in a gross enrolment ratio of 99.8 per cent. At the upper primary level the GER in 1998-99, is reported to be 59.7 per cent.

2.12 Multi-Grade Teaching

There are several schools, which have only one or two teachers to impart education to all the five Classes. This situation tends to be more complex if students enrolment is found to be high. At the level of pre-service teacher education course training to orient and handle such critical position is still lacking.

In BEP districts of U.P. , the issue of handling multi-grade situations in schools was focussed during first round of in-service teacher training. This issue viewed as a challenge for teachers in real situations has been discussed from various angles e.g., seating arrangements in the classroom for multi-grade teaching, role of peer leaders, monitors, group learning, preparing a time plan for subject-teaching and exercises/activities, preparing a teaching plan for a day, teaching strategies, etc. Teachers are also supposed to discuss their situations during training and prepare detailed plans for their own use in this regard.

In DPEP II and III also the issue of multi-grade teaching has been kept at the core during in-service teacher training particularly in the second and third rounds of training. Teacher training packages developed in this regard are intended to expose the teachers to different management issues e.g., time, material, resources, classroom organisation, group learning, lesson-planning, optimisation of teaching time and use of resources available, teaching-learning strategies etc. During the third round of training participating teachers are supposed to prepare content and grade specific material and lesson plans for classrooms to

be handled by them and to practice them in real classroom situations.

2.13 Various Incentive Schemes

The strategy of using various types of incentives has been considered helpful to the socially challenged and disadvantaged groups. The State Government has floated specific schemes in this regard specially to promote the education of disadvantaged children belonging to SC and ST categories and girls. The various incentive measures attempted for SC/ST children are: grant of scholarships, assistance for purchase of books, reimbursement of fees, establishment of residential ashram type schools, hostels and free coaching centres. The allocations of scholarships to SC/ST children enrolled in primary to intermediate classes are regulated and allocated by the social welfare department directly to the institutions. The amount being paid in this regard is @ Rs 25 for primary, @ Rs 40 for upper primary, Rs 60 for pre-matric and the same is disbursed in two installments annually in the shape of an advance financial assistance. No tuition fee is charged from SC students upto Class XII. Reservation in admissions for SC students is 21 per cent and for ST it is 2 per cent.

To provide better education opportunities for children from rural background, hostel facilities have also been created. The increase in this facility during the last two five year plans is given in Table 2.11.

Table 2.11: Growth of Hostel Facility

Plan	Number of Hostels
7th Plan	27
8th Plan	43
9th Plan	102

Source : *U.P. Draft Ninth Five Year Plan.*

2.13.1 Free Textbook Distribution

Under BEP and DPEP projects, in primary Classes (1-5) a scheme of free textbook distribution to all SCs boys and to all girls irrespective of caste has been launched during the academic session of 1999-2000. The number of beneficiaries from these categories has been reflected in Table 2.12.

Table 2.12: Beneficiaries of Free Textbook Distribution Scheme

Year	SC Boys	Boys	Girls	Total
1999-2000	928849	1952	1879565	2808866
2000-2001	2186280	5351	5485856	7677487

Source: *Directorate of Basic Education,* Uttar Pradesh.

It is apparent from Table 2.12 that the number of beneficiaries in all the three categories of SC and ST, boys and girls has increased considerably from 1999-2000 to 2000-2001.

This scheme appears to have evoked a tremendous response from children and parents. It needs hardly any stressing that availability of textbooks with the children in the classrooms tends to create a positive bearing on the learning outcomes as is also evident from Final Assessment Survey (FAS) of Basic Education Project (BEP) districts reports.

2.13.2 Mid-day Meal

The National Programme of Nutritional support to children of primary education, commonly known as the Mid-day Meal scheme was initially taken up in those 248 blocks already covered under the Employment Assurance Scheme in U.P., in the year 1995. The second phase started in 1996, and extended to 643 additional blocks, which were identified on the basis of low female literacy rate of the area, i.e., the block in which female literacy rate was less than the National Average (39.29 per cent). Thus, 891 blocks out of total number of 904 blocks in the state have so far been covered under this scheme.

The state has opted for supply of foodgrains (rice and wheat) instead of cooked meals. As per Government of India's norm, a primary school student gets 100 grams of food grains per day. The scheme aims at increasing enrolment, improvement in retention and attendance and supplementing nutritional requirement of students, thereby giving a boost to universalisation of primary education.

2.13.3 *Evaluation and Bottlenecks in Incentive Schemes*

As is obvious the incentive schemes at elementary education did produce salutary effect but at the same time many of the schemes had a limited impact in terms of the targets stipulated. This was because of several reasons many of which were related to the administration of these schemes. The progress report in respect

of the DPEP districts has revealed that some of these schemes were very successful while others failed to deliver the goods on the whole.

2.14 Progress of UEE Since 1986

The progress in respect of universalisation of elementary education has been visibly felt in terms of the enrolment of the children in primary schools including girls, and SCs/STs. This is attributable, inter alia to the fact that the Government of U.P. has been able to provide schools within one kms. of walking distance and create facilities for non-formal education to those children who dropped-out from schools. As has already been noted, the primary school enrolment has shown remarkable increase for the last fifteen years and the same holds good with regard to the enhancement in number of teachers. However, owing to the fast increase in population in U.P. the number of students in primary schools has increased faster than the number of teachers and other facilities created by the state. As mentioned earlier the improvement in the enrolment of girls has been particularly noteworthy.

While analysing the progress in respect of UEE specially since NPE — 1986 in terms of enrolment, retention, drop-outs, and academic achievement level, it may be observed that low level of education and literacy substantially dilute and weaken the effectiveness of programmes intended to improve the productivity and welfare of the population. There is a growing appreciation of the crucial linkage between educational development and economic progress, social equity and poverty alleviation.

The National Policy on Education (NPE) gave high priority to investment in elementary education and, for the first time, laid special emphasis on removal of gender disparities, reaching the unreached population and eradication of illiteracy in the age group of 15-35 years. If provided a new thrust to universalisation of elementary education with a view to achieving universal enrollment and retention of children up to 14 years age in regular schools of Non-Formal Education (NFE) centres of comparable standards, and a substantial improvement in the quality of education, leading to higher levels of learning achievement.

In 1992, the NPE was revised in consultation with the states, and Plan of Action was adopted spelling out programmes to be taken up in fulfillment of the policy. The goal of Universal Elementary Education (UEE) was reaffirmed with special

provisions for girls and minority students. Decentralisation of educational planning and management was emphasised and curricula based on minimum levels of learning (MLL) were endorsed. The shift in policy emphasis is reflected in the increase in the share of elementary education of total plan expenditure on different sectors of education, from 37 per cent in the VII Plan to 47 per cent in the VIII Plan.

In 1998-99, out of 6-11 years age group population of 2.09 crore, 2.06 crore have been enrolled in primary schools, resulting in a gross enrolment ratio of 99.8 per cent. At the upper primary level the GER in 1998-99, is 59.7 per cent.

2.14.1 Academic Achievements

The assessment surveys conducted in 12 districts of the state where basic education project was in operation indicates good results in the performance of students of Class II and Class V for which the evaluation studies were conducted by the SCERT,U.P. Lucknow. An example is given here of the student achievement of Class V students' Language and Mathematics (Fig. 2.1). The related data are presented in Table 2.13.

Table 2.13: Achievement on BAS, MAS and FAS (Class V)

Survey	Language		Mathematics	
	Mean	SD	Mean	SD
BAS	43.94	14.23	34.50	13.16
MAS	44.48	10.88	34.78	12.03
FAS	87.98	07.54	87.65	08.73

Source: *Student Achievement Final Assessment Study*, (U.P. BEP Districts) 2000.

Evaluation surveys were conducted at three intervals namely Baseline Assessment Survey (BAS), Mid-term Assessment Survey (MAS) and Final Assessment Survey (FAS). Table 2.13 reveals that though there is improvement in the mean value of achievement of students in both disciplines mainly Language and Mathematics, this improvement is of a very small degree. This is owing to the that fact that MAS was conducted shortly after the BAS. However, there is very remarkable improvement in the achievement of students between MAS and FAS. The mean value of achievement for Language went up from 44.48 to 87.98 and that for Mathematics jumped from 37.78 to 87.65. It is also
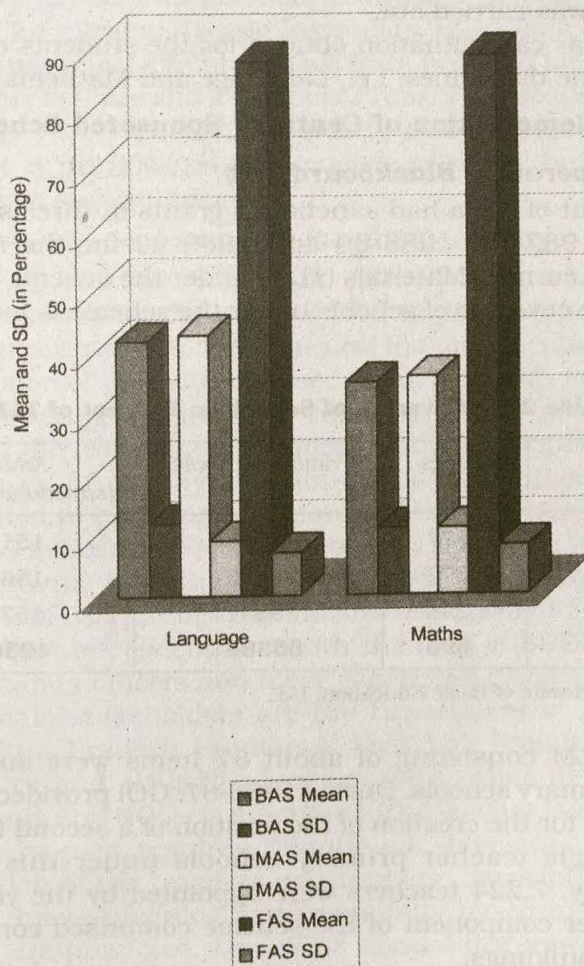
Fig. 2.1: Achievement of BAS, MAS and FAS (Class V)

worth noting that the value of standard deviation has shown improvement in both the cases which suggests that there is more consistent improvement among the students of Class V for whom the study was carried out.

A similar case situation obtains for the students of Class II for the same disciplines, i.e., Language and Mathematics.

2.15 Implementation of Centrally Sponsored Schemes

2.15.1 *Operation Blackboard (OB)*

Government of India had sanctioned grants in three successive years of 1987-88, 1988-89 and 1989-90 for the supply of Teaching-Learning Materials (TLM) under the scheme called OB in U.P. The coverage of schools under the scheme is indicated in Table 2.14.

Table 2.14: Coverage of Schools in Respect of TLM

Year	Blocks	Primary Schools	Amount (sanctioned in 000)
1987-88	277	18924	151587
1988-89	372	26633	186657
1989-90	246	19831	157378
Total	**895**	**65388**	**495622**

Source: Directorate of Basic Education, U.P.

The TLM consisting of about 37 items were supplied to 65,388 primary schools. During 1986-87, GOI provided financial assistance for the creation of the position of a second teacher in 7,224 single teacher primary schools under this scheme. Accordingly, 7,224 teachers were appointed by the year 1989-90. Another component of the scheme comprised construction of school buildings.

A new initiative namely Special Orientation Programme For Primary Teachers (SOPT) has been taken up since 1993-94 to give training to primary teachers in use of OB material and MLL strategy with focus on teaching of Language, Mathematics and Environmental Studies.

2.15.2 *Area Intensive Programme for Educationally Backward Minorities*

In U.P., a centrally sponsored scheme—Area Intensive Programme

for Educationally Backward Minorities was launched in the year 1994-95. The basic objective of the scheme is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education. Under the scheme, since 1994-95 funds have been provided for opening of 172 primary schools and 243 Upper Primary Schools spread over 18 minority concentrated districts and blocks. Financial assistance is provided for construction of school buildings and for furniture and equipment.

2.15.3 *Ruchipurna Shiksha (Joyful Learning)*

Ruchipurna Shiksha (RS), with UNICEF support makes an endeavour to realise the goals of UEE in different geographical and cultural variations. It focuses on the incremental approach for promotion of the 'activity based joyful learning', encouraging and empowering teachers for enhancing their potentialities, improving the learning environment through stimulating class-rooms, use of locally developed TLMs and community participation in planning and management of school affairs.

The RS initiative covers 24 blocks of 12 districts in the state. A Ruchipurna Shiksha cell has been established in the Directorate of Basic Education which is responsible for all aspects of the project implementation with the help of SCERT, DIETs, local education officers and other concerned departments.

The main stakeholders are the Department of Education, GOUP, Uttar Pradesh Prathamik Shikshak Sangha (UPPSS), community and UNICEF. Linkage with other development departments and NGOs is attempted. The teacher is encouraged with the help of teachers' handbook developed by active participation of the teachers and trainers. Participatory school mapping, micro-planning and community based monitoring of activities are promoted. One of its special features is that the U.P.PSS has assured key role in ensuring teachers' participation and effective promotion of RS strategy in primary schools.

This strategy suggested increase in enrolment and retention of children, pupil achievement, improvement in teaching-learning process affecting regular attendance, better communication skills of children and change in the motivation of teachers. The intervention of participatory planning has helped in active involvement of served community, providing facilities to the schools and support in school management.

2.15.4 Girls Education Project

The project aims to establish alternative schooling learning centres in the rural areas for children (6-14 years) of socially disadvantaged sections who are non-enrolled or drop-outs on account of social or economic reasons. It also covers the children especially, girls from socially disadvantaged sections of the society who are never enrolled in schools. The children in these alternative learning centres study for two to three years and appear in the Class V examination conducted by the Directorate of Basic Education. It also aims at strengthening the Village Education Committees and their participation in the decentralised management of schools. It also ensures linkage with other development programmes for sustainable development of the communities. This initiative is implemented by a registered society under the guidance of District Taskforce.

At present, 100 alternative learning centres in 96 villages of two blocks Banki and Deva of district Barabanki are operational, benefiting 3,350 children. Out of these 3,350 children 2,933 children, were totally illiterate before coming to the centres. 2,892 children appeared in the examination and 1,698 children admitted to Class VI. The success rate of the children has been nearly 93 per cent for appearing in Class V examination.

The GEP is working within the present State Educational System. There is a well-established mechanism for cooperation with local officers of education department and other government departments and development agencies.

2.15.5 Balika Shiksha Unnayan Karyakram

USAID supported action research on improvement of Girls' Education was initiated in 1996 in the Maharajganj block of the district of Raebareli. The work started in 1997. The team of teachers from Harchandpur block have been actively participating in the promotion of girls' education programme in the block as they have the experience of similar activities.

DIET faculty and field staff have been sensitised about the gender disparities and the problems impeding girls' education. The problems relating to girls' education were identified through participatory mode and a teachers' handbook has been developed and introduced in the selected blocks.

2.15.6 The Uttar Pradesh Project Basic Shiksha (U.P.BEP)

The project was initiated with IDA support in 1993 for 7 years

with the purpose of reforming the sector and adopting measures that help in expanding the reach, enhancing the quality and improving the systemic capacities at various levels. The project was designed as a district based programme with state providing technical support and guidance besides coordinating the whole implementation. The project has been operational in 17 districts of the state. The project mainly aimed at accelerating the pace of the state's goal of universal enrolment and completion in elementary education.

The specific objectives of the project were laid down as (a) Building institutional capacity; (b) Improving quality and completion; and (c) Expanding access.

2.15.7 District Primary Education Programme (DPEP)

In order to supplement the efforts of the State Government to attain UEE, DPEP in U.P. was initiated in September 1997 for 5 years (1997-2002), covering 22 districts. Qualitative aspects, such as school effectiveness, teachers' training and motivation and school management have been considered in this programme. Alternative methods of schooling have been given significance and holistic view has been taken. To facilitate synergistic development, convergence of services has been given importance. A gender perspective has been incorporated in all aspects of planning and focus has been provided for improvement in access, retention and achievement levels of girls. Specially, the programme aims to develop and implement in the project districts a sustainable and cost effective programme. DPEP goals are (i) to reduce differences in enrolment, drop-outs and learning achievement among gender and social groups to 5 per cent, (ii) to reduce overall primary drop-out rate for all students to less than 10 per cent, to raise average achievement level by at least 25 per cent in basic literacy and numeracy competencies and about 40 per cent in other competencies, and to provide access through Formal and Alternative System of Schooling.

Main components of DPEP are (i) building and strengthening institutional capacity; (ii) improving the quality of, reducing drop-outs from; and expanding access to primary school education; and (iii) developing a distance education programme.

Project Approach

- Holistic : Holistic planning and management to achieve UEE

- Contexuality   :   Local need based planning
- Participation   :   Active participation of local bodies, teachers, NGOs, and community as a whole in the planning process to ensure "ownership".

2.16 Role of Non-Governmental Organisations (NGOs)

Non-Government organisations include recognised aided and recognised unaided schools in the state. These organisations are playing a significant role in managing school education in the state, particularly from the upper primary to senior secondary level. They manage, about 50 per cent of upper primary schools, 80 per cent high schools and 83 per cent intermediate colleges in the state. Almost all-intermediate colleges have Classes from VI to XII. The Government-aided privately managed institutions receive 85 per cent grants-in-aid from the State Government.

Besides, there are some voluntary organisations, trusts and societies managing educational institution at various levels in the state. These are for example: DAV Education Society Kali Prasad Trust, Allahabad; Radha Swami Trust, Agra; Mahanand Mission, Ghaziabad; Mahabodhi Society, Sarnath, Varanasi; Shanti Shiksha Nilayam, Varanasi; Jain Trust, Varanasi; Lucknow Diocisan Trust Association; Bira Education Trust, Nainital; Modi Education Trust, Meerut; Jaipuria Educational Trust, Kanpur; Guru Nanak Trust, Dehradun; Institute of Blessed Virigin Mary, Allahabad; Irish Christian Brothers, Nainital; and Bishop Catholic Church of Lucknow.

The State Government regulates and supervises these educational institutions mostly through the rules and regulations to recognise these institutions.

2.17 Role of Community Participation

Increasing community involvement through Village Education Committees is seen as the most cost-effective way to ensure that teachers work and schools functions properly. The VECs in the state have been activated since the initiation of the community school construction programme in the late 1980s. By placing responsibility and resources in the hands of VEC, this programme has had a positive impact. However, baseline studies conducted in 3 districts, namely Varanasi, Sitapur and Nainital in 1992-93, found that the awareness of the community

about VECs was very low and that VEC meetings were not organised regularly.

Encouraged by the positive effects of community school construction programme, the State Government has restructured VECs by (a) giving representation to SCs/STs and female members, (b) assigning responsibility for the distribution of scholarships, and (c) assigning responsibility for school construction programme.

Alternative Schooling and Education for Special Needs

The chapter provides an in-depth information in respect of alternative schooling and the education of children with special needs. Efforts undertaken in the direction of eradication of illiteracy have also been highlighted by making references to specific interventions introduced at the state level. The chapter also makes a pointed reference to the state of child labour and outcomes of a survey conducted in this regard.

As a largest democracy of the world India looks forward to ensuring education to each adult citizen especially in the age group of 15-35. Its development heavily depends upon contribution of educated masses of the society. In this context life long learning plays a significant role in educational and social development of the masses. There has been special emphasis on adult and continuing education programmes for target group of SC and ST communities, women, rural poor and unskilled labourers.

It has been presumed that lack of opportunities for elementary education leads towards illiteracy. Moreover, because of lack of opportunities for continuing education this may contribute towards paralysing the effect of basic education. The problems of school drop-outs and failures add to complicating the situation further. Hence, the goals of cent per cent literacy education for all and life long learning still remain a farfetched goal on the advent of 21st century, especially in the context of Uttar Pradesh.

This chapter incorporates presentations about various efforts made in the state about achievement of the goals of Education

for All in the context of Literacy, Alternative Schooling and Education of Children with Special Needs and attempts an analysis of various issues concerning quality improvement of the system. Discussions have been made on the basis of evidences gathered through secondary sources concerning educational development of the state.

3.1 Eradication of Illiteracy

3.1.1 The Present Status

Eradication of illiteracy is the prime concern of a democracy. Uttar Pradesh which is one of the backward states of the country needs special attention for eradication of illiteracy. A bird's eye view of literacy figures of the state reveals that during last 50 years there has been a phenomenal growth of literate population in the state. Especially during 1981-2001, there has been a faster rate of growth of literacy in the state, i.e., from 33.35 per cent to 57.36 per cent. Most significant achievement of literacy has been noticed among women group during last two decades, i.e., from 17.19 per cent to 42.98 per cent. During last decade the rate of expansion of literacy in U.P. is faster than that of all India level. In other words, while there is an increase of literacy of 13.17 per cent at All India Level the position of growth of literacy in U.P. is 24.01 per cent during 1991-2001.

These facts reveal that consistent efforts have been made at state level to eradicate illiteracy through various intervention programmes during last two decades.

However, the Census 2001 (Fig. 3.1) data reveal that U.P. lags behind the status of literacy at All India Level. Achievement of the goal of cent per cent literacy still remains at a far distance. Its status at national level remains at thirteenth rank in terms of literacy rate of 35 states and union territories. The unfinished task pertains to raising male literacy by 30 per cent and female literacy by 57 per cent by 2015.

Table 3.1: Literacy Rates (in Per Cent)

State/India	1981			1991			2001		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
U.P.	47.45	17.19	33.35	55.73	25.31	41.60	70.23	42.98	57.36
India	56.50	29.85	43.67	64.13	39.29	52.21	75.85	54.16	65.38

Source : *Census of India,* 1991and *Times of India,* 7 April 2001.

3.1.2 Some Serious Concerns

Inequality exists in the rate of growth of literacy in the context of demographic variables like geographic location, sex, caste and groups of society. Such disparities can very well be witnessed in the distribution of literacy figures of 1991 Census. The district-wise literacy data reveal that there were thirty districts having below average literacy percentage. The districts were : Bijnore, Moradabad, Rampur, Etah, Badaun, Bareilly, Pilibhit, Sahjahanpur, Lakhimpur Kheri, Sitapur, Hardoi, Unnao, Raibareily, Baharaich, Gonda, Barabanki, Faizabad, Sultanpur, Siddharth Nagar, Maharajganj, Basti, Deoria, Azamgarh, Mirzapur and Sonbhadra.

In the context of female literacy, it was observed that during 1991, 77 districts of U.P. had below 39.3 per cent female literacy, which was the average female literacy rate of the country. Inside the state, there were 26 districts where the male literacy was below the state average of 55.7 per cent. Among female literacy there are 35 districts where the literacy percentage was below the state average of 25.3 per cent. Maharajganj had the lowest literacy rate of 10.3 per cent. There were 19 districts having less than 20 per cent literacy. As a more alarming position, it was also noticed that there were 135 blocks having less than 10 per cent literacy. As a whole, taking into consideration higher concentration of illiteracy 15 districts of the state were declared as the most backward districts, by the State Government viz., Badaun, Baharaich, Bareilly, Basti, Deoria, Gonda, Hardoi, Lakhimpur Kheri, Maharajganj, Moradabad, Pilibhit, Sahjahanpur, Siddharth Nagar and Sonbhadra. Out of them two districts viz., Maharajganj and Baharaich were declared as the most backward districts having highest concentration of illiteracy.

With regard to literacy position of SC and ST communities in the state it was witnessed that there were 28 districts having literate persons from SC groups with a range of 2.20 per cent (Bahraich district) to 9.37 per cent (Jaunpur district). The literacy position of ST was also

equally poor which spread over to 16 districts of the state. It ranged from 1.33 per cent (Bahraich) to 8.86 per cent (Shahjahanpur). These figures of 1991 Census indicated about the higher backwardness in women, and SC/ ST community population spreading over the whole state.
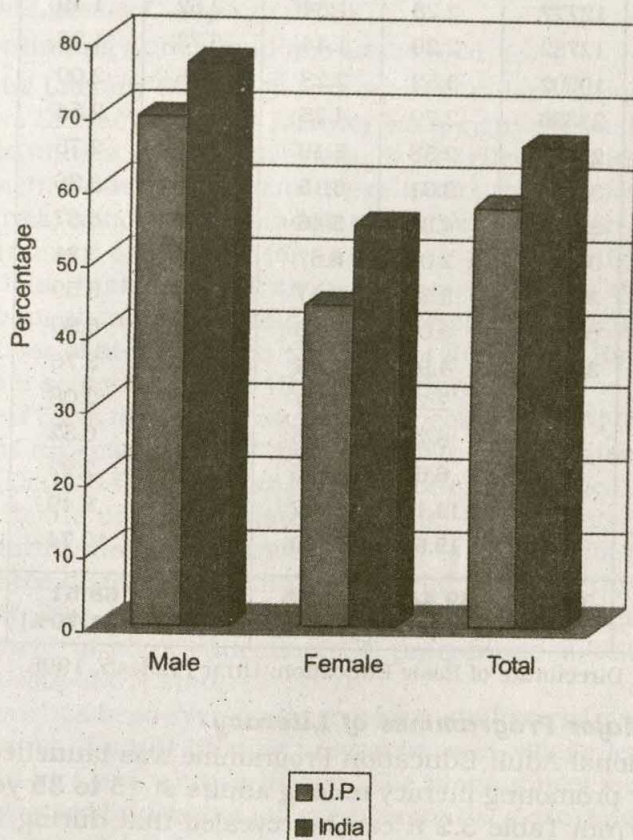
Fig. 3.1: Literacy Rate in U.P. vis-a-vis National Percentages (2001)

Table 3.2: Year-Wise Progress of Adult Education in U.P.

(in Lakh)

Year	No. of Centres	Male	Female	Total	SC	ST
			Adult Literates			
1980-81	11888	2.16	1.06	3.22	0.83	0.08
1981-82	12777	2.28	1.34	3.62	1.19	0.06
1982-83	12782	2.29	1.44	3.73	1.26	0.06
1983-84	19302	3.52	2.23	5.75	2.00	0.07
1984-85	23336	2.79	4.25	7.04	2.54	0.08
1985-86	25984	2.58	5.19	7.77	2.75	0.09
1986-87	30654	3.31	6.15	9.46	3.36	0.11
1987-88	32493	4.37	5.46	9.83	3.87	0.13
1988-89	35848	2.06	8.67	10.73	3.91	0.07
1989-90	35042	3.37	7.17	10.54	3.59	0.06
1990-91	66994	8.02	11.95	19.97	6.90	0.11
1991-92	30154	4.93	5.94	10.87	3.76	0.02
1992-93		2.71	4.87	7.58	2.08	0.01
1993-94		8.76	12.85	21.61	6.32	0.04
1994-95		6.66	7.16	13.82	2.92	0.02
1995-96		14.10	17.52	31.62	8.49	
1996-97		15.53	23.40	38.93	12.74	
Total	**337204**	**89.44 (41.39%)**	**126.65 (58.61)**	**216.09 (100%)**	**68.51 (31.70%)**	**1.01 (0.47%)**

Source : Directorate of Basic Education, Uttar Pradesh, 1998.

3.1.3 Major Programmes of Literacy

The National Adult Education Programme was launched in the state for promoting literacy among adults of 15 to 35 years age group. From Table 3.2 it can be revealed that during 1980-97 around 216 lakh adults were made functionally literate through various programmes of adult education. Through such programmes a major break through has been made for coverage of women (58.61 per cent) and SC community members (31.70 per cent). Till 1991-92, the Adult Education Centre based approach was followed for literacy campaign. Gaining inspiration from Ernakulam district of Kerala, the National Literacy Mission Authority launched *Total Literacy Mission* in the state. Hence,

the centre based programme of adult education was closed down by the State Government. Only volunteer based programmes of functional literacy and literacy campaigns are being conducted.

3.1.4 Different Phases of Literacy Programmes

There are three phases of literacy programmes adopted in the state, such as :

- Total Literacy Campaign (TLC)
- Post Literacy Campaign (PLC)
- Continuing Education Programme (CE)

Total Literacy Campaign is promoted under *National Literacy Mission*. Literacy and Post Literacy campaigns are based on area specific, time bound, result oriented, cost effective and voluntary approach. Under this scheme there is no provision for financial incentives/honorarium for adult education instructors. However, investments are made for purchase of teaching-learning materials, instructors training, organisation of motivating environment, monitoring and evaluation of various activities. The first phase of literacy needs expenses of @65 to 100 Rs per adult. This is a scheme of 12 to 18 months duration.

The PLC is meant for education of neoliterates. At this phase, the total expense (@Rs 60/- per adult) of the programme is shared by the Central Government and the State Government on 67:33 basis. In the undivided state, all the 83 districts have adopted TLP. Out of them 48 districts claimed to achieve total literacy. Fifty three districts have introduced PLC. Besides TLP and PLC the state has made a venture to launch CE programmes as a component of adult education. CE programme is being run in 12 districts of the state.

There has been systematic arrangement for organisation and monitoring of adult literacy programmes at village level, block level, district level and state level. The programmes are planned and organised by 'District Literacy Committees' and implemented in a decentralised framework at block level and village level. Different steps undertaken for implementation of adult education programmes read as follows :

- development of organisational structure;
- survey for identifying target group illiterates, identifying volunteers (instructors) and master trainers;
- creating appropriate/motivational environment;

- arrangement for teaching-learning materials;
- training of literacy workers;
- supervising teaching-learning activities;
- monitoring of management information system;
- peer evaluation/formative evaluation/external evaluation;
- implementing PLC;
- establishment of CE centres.

With a view to develop appropriate human resource system in adult education programme, the state has made systematic efforts in training different kinds of personnel, such as :

(i) Chief resource person (for 25 to 30 master trainers)

(ii) Master trainer (1 for 25 to 30 volunteers)

(iii) Volunteers (1 for 10 illiterates).

The training programmes for these categories of personnel are organised at State Resource Centre (SRC), Lucknow Level and District Literacy Committee (DLC) Level/Block Level and Block/ Cluster Level respectively.

3.1.5 Issues Concerning Literacy Movement

Establishing relationship between adult education with basic needs and requirements of life is to be kept in the forefront of literacy movement. Especially, the socially disadvantaged groups not availing the opportunities of education will have to be the target of such programmes. In this context educationally backward blocks of different districts will have to be kept in the focus of educational planning. Area specific micro-level planning of adult education programmes need to be encouraged rapidly. Quantitative coverage of literacy programmes will have to incorporate quality components of curriculum. Moreover intensive efforts will have to be made to integrate media and technology inputs for continuing education programmes and sustaining motivation of learners for life long learning.

3.2 Alternative Schooling (Non-Formal and Open School)

In the post-independence period massive efforts have been made to expand the base of formal school system. In spite of provisions for formal schooling within the geographical access of 1.5 kilometres distance of almost all habitations of 6 to 11 years age group children of the state the formal school system has not been able to achieve the goals of universalisation of primary

education. The goals of universal access, universal retention and achievement of minimum level of learning by all children remain a major challenge to school system. The gross enrolment ratio among girl students in primary stage is 98.7per cent. More specifically the drop-out rate among them is as high as 31.5 per cent. The drop-out rate for boys is 24.9 per cent in the state.

Besides above limitations, several other factors associated with the drawbacks of formal schooling read as (Sahoo and Yadav, 2001).

- illiteracy of parents, engagement of children in family occupation and different jobs, migration of families, early marriage of girls, gender bias for education, private expenditure involved in schooling and distance of schools;
- dysfunctional school;
- negative and demotivating behaviour of teachers;
- irrelevant school curriculum and school functioning; sparse habitation; and
- the facts reveal that depending solely on formal school system will not lead towards achieving the goals of education for all. Hence, various alternative schooling models are to be introduced as components of total school system.

Various schemes of alternative school systems have been explored and implemented in the context of U.P. state. They are presented as follows :

3.2.1 *Non-Formal Education Programme*

The Programme has been in operation with financial assistance from Central Government since 1979-80. The Central Government and State Government share financial expenses of co-education centres on 60:40 basis and for girls children centre on 90:10 basis. The objectives of this programme are to :

- provide opportunities for alternative schooling to the children of 6 to 14 years age group who are deprived of formal school education especially, working children and drop-outs;
- ensure regular attendance in the NFE centres;
- bring back the products of NFE centres to the main stream of formal schooling at any stage.

In Uttar Pradesh, non-formal system of education was introduced as a supplement to the formal system of education in the year 1980-81. During the same year 5,364 centres of

primary level and 1,404 centres of upper primary level were started. At the primary level centres, there were 19,412 learners. Upper primary level centres were discontinued in the year 1988-89. Since 1989-90, non-formal education centres have been reorganised in the form of project. In each project, which is one social and geographical unit, there are 100 to 105 non-formal education centres. The Project Officer, alongwith her/his administrative duties is charged with the responsibility of providing educational leadership to the non-formal education centres. There have been 59,600 non-formal education centres running under 596 projects in the state. About 13 lakh children in the age group 6-11 have been covered by this programme.

There have been about 7,500 NFE units at "Maktabas" catering to the educational needs of the children of Minority Communities. Besides, 93 agencies have also organised NFE centres in the state with 100 per cent financial assistance from the GOI. Now the scheme has been wound up w.e.f. 1.4.2001.

The curriculum of NFE has been developed in abridged form for Class I to V which can be completed in 2 years duration. Once a candidate completes 2 years, NFE successfully she/he gets opportunity to enter formal schools at Class VI stage.

During the year 2000, 596 blocks of 83 districts of the state had access to NFE programme. Each block had 100 NFE centres where around 25 students were enrolled for studies. In all there were 58,249 NFE centres functioning in the state. The break-up of these centres read as follows :

Maqtaba Centres	:	3,676
Urdu Centres	:	4,421
Girls Education Centres	:	37,125
General Centres	:	13,027
Total NFE Centres	:	58,249

During 1999-2000, total enrolment in these centres was 13,85,571 with break-ups as shown hereunder:

Table 3.3: The Break-up of Enrolment in the NFE Centres

Boys	Girls	Total	SCs	STs
6,69,971	7,15,600	13,85,571	3,54,919	4,528

Source : *SIEMAT*, Allahabad, 2000.

The major focus of this scheme has been to identify child labourers and to provide access to primary education through NFE centres. The Department of Education has well organised structure of management of NFE at the level of Directorate of Education, Divisional level, District level and Project level. Panchayati Raj System has been involved in operationalisation of this scheme at village level. The Village Education Committee looks after creation and organisation of NFE centre, recruitment of instructors, and monitoring of activities of the centre at village level. It has been observed that besides state governments' intervention, 96 voluntary organisations in the state have been running NFE centres on 100 per cent assistance from Central Government.

There is provision for free distribution of textbooks to students on annual basis. The instructors are recruited from amongst local educated youth with a nominal honorarium of Rs 200/- per month. The proposed honorarium now is Rs 1,000/- per month. Short term training programmes are organised for enabling instructors to organise teaching-learning activities in the NFE centres.

The achievement level of students of NFE centres reveals that during the year 1998-99, 2,52,179 students appeared in the examinations and 2,23,349 (88.56 per cent) students passed the examinations. However, out of these 79,212 (35.46 per cent) children got enrolled into Class VI of formal schools.

3.3 Alternative Schooling Programmes Under DPEP

During 1997, DPEP was introduced in the state with major focus on widening access to education, enhancing learner participation and their learning efficiency level. Initially 15 districts were included in DPEP viz., Maharajganj, Siddharth Nagar, Gonda, Badaun, Lakhimpur Kheri, Lalitpur, Pilibhit, Basti, Moradabad, Shahjahanpur, Sonbhadra, Deoria, Hardoi, Bareilly and Firozabad. Mainly these districts had male literacy rate below 40 per cent and female literacy rate much below 20 per cent. Under U.P. DPEP, 1999, 23 more districts were included in this scheme hence, the total number of DPEP districts have been increased to 38.

Alternative Schooling Programmes (ASP) is one of the major interventions of DPEP in providing flexible access to children's primary education. Different designs of ASP have emerged

keeping in view children's needs, expectations, background and surroundings. Different designs of ASP launched during 1998-99 under auspices of U.P. DPEP read as :

- Shiksha Ghar
- Bal Shala
- Prahar Pathshala
- Strengthening of Maktabas — Madarsas
- Rishi Valley Model Based A.S. Centre
- Camp Mode and Bridge Courses
- A.S. Centres for Working Children.

- Shiksha Ghar is meant for schooling of 6 to 11 years age group children with built in flexibility in time table, content and process of learning. The VEC plays a significant role in its management.

- Balshala has been designed mainly for girls of 3 to 11 years age group. It has been planned in a way so as to make educational provision both for younger and elder brothers and sisters in the same A.S. Centre. While younger children are kept engaged in games and pre-school activities, the children of 6 to 11 years age group are engaged in acquiring competencies of primary stage.

- Prahar Pathshala provides opportunities of non-formal education and locally relevant craft based experiences like tailoring, preparation of materials for daily use etc. for girls of 9-14 years age group who are deprived of formal primary school education at younger age.

- Strengthening of Maktabas — Madarsas through A.S. aims at providing special inputs to the limited religious content base of Maktabas — Madarsas. Hence, the learners of such institutions get opportunity to achieve competencies which are also developed among formal schools.

- Rishi Valley Model based A.S. centres are opened in scattered habitations. They aim at developing competencies of children in various context specific areas. Multi-grade teaching and self-learning activities are encouraged in such schools.

- Camp Mode and Bridge Courses are organised with special focus on bringing back the students to the main stream of formal schooling. Moreover, the non-school goers, especially, child labourers are motivated for joining school education

through such mode. Different phased programmes are organised for different categories of learners like lower age group and upper age group learners.

- A.S. Centres for Working Children are organised in the areas having high concentration of child labourers like the one in districts of Firozabad and Moradabad.

3.3.1 Basic Features of A.S. Programmes

The need-based curriculum on health care, literacy, environment awareness, life and communication skills is incorporated in such types of A.S. Programme. The basic features of A.S. Centres are:

- flexible time schedule of schools;
- involvement and commitment of Instructors in organising teaching-learning activities;
- need based and local specific curricular experiences;
- use of self learning and multi-grade teaching material;
- use of flexible and activity based learning approaches;
- specially designed textbooks and study materials to be used in such schools;
- instructors involvement in development of supplementary study materials are encouraged;
- continuous comprehensive learner evaluation is encouraged;
- community participation is encouraged in Management of A.S. programme and in selection of instructors from own localities/neighbouring areas etc.

3.4 Coverage of ASPs in DPEP Districts

It has been noticed that in 15 DPEP districts 1,225 A.S. centres were run during the year 1998-99. Out of them 777 (66.42 per cent) centres were run with Shiksha Ghar Model. While Balshalas were run in 176 centres (14.36 per cent), Prahar Pathshalas were run in 121 centres (9.87 per cent), followed by Maqtaba — Madarsa strengthening centres in 86 (7.02 per cent) cases. Other forms of A.S. programmes like Camps and Rishi Valley model were practised in limited sphere.

3.4.1 Shiksha Guarantee Scheme (SGS)

Keeping in view the successful venture of Madhya Pradesh in implementing Shiksha Guarantee Scheme for school non-goers, the U.P. state has designed SGS during the year 1999-2000. The features of SGS read as follows:

- SGS school will be run in those villages/habitations having at least 30 school non-goers of 6 to 11 years age group.
- In hilly areas minimum strength of school non-goers is 20 in each SGS school.
- This scheme will be exclusively implemented by village panchayats.
- The village panchayat will recruit the instructor with honorarium of Rs 1,000/- per month. The instructor will be called 'Acharyajee'. The expenses of SGS will be borne by the State Government.
- There will be preference to women in recruitment of 'Acharyajee'. The alternative schools run under SGS will be known as "Vidya Kendra" The village panchayats will make provisions for drinking waters and toilets in 'Vidya Kendras'.
- The 'Vidya Kendras' will run Classes from I to II. The products will be enrolled in Class III of nearby regular schools after completing Class II education in SGS schools. The textbooks will be distributed free of cost to students of SGS schools.
- The State Government has planned to introduce 20,000 alternative school centres throughout the state under SGS.

3.4.2 Shiksha Mitra Yojana

It has been observed that the primary schools are under-staffed in large number of rural areas. The average teacher student ratio was 1:44 during 1990-91, and 1:42 during 1999-2000. The MIS data of 2000 revealed that in 15 U.P. DPEP (II) districts 26.58 per cent teachers were placed in single teacher multi-grade schools. In the case of 9.31 per cent teachers the teacher-student ratio was 1:150 and above. The problem of irregular functioning of school was of higher magnitude in single-teacher multi-grade schools. It also affects quality of teaching-learning activities in the schools. Besides this in view of expansion of school education facilities for cent per cent literacy, there has been need for additional teachers in existing schools. Because of resource crunch the State Government finds it difficult to recruit full time teachers on permanent basis.

With a view to counter the problem of inadequate teachers, the State Government has introduced 'Shiksha Mitra Yojana' under Panchayati Raj System. The main features of this scheme are given on next page.

- This scheme will be implemented at village panchayat level.
- Each 'Shiksha Mitra' will be paid monthly honorarium of Rs 2,250/-. The expenses will be borne by the State Government.
- The eligibility of 'Shiksha Mitra' is Intermediate pass.
- Fifty per cent 'Shiksha Mitras' will be recruited from amongst women.
- There was provision for recruitment of 10,000 Shiksha Mitras during the year 1999-2000.
- The required strength of 'Shiksha Mitras' will be worked out keeping in view the standard teacher student ratio in a school.

These two schemes have been implemented through Panchayati Raj System under the Chairmanship of District Magistrates at district level. The training of 'Shiksha Mitras' and 'Acharyajees' are supposed to be organised at DIET level.

3.4.3 Open Forms of Alternative Schooling

Open learning system has acted as a boon for disadvantaged group of learners to continue with life long learning. At school stage, learners of U.P. state have major access to two open/distance education institutions viz., National Open School, New Delhi and Correspondence Education Institute, Allahabad.

The National Open School (NOS) offers various programmes at primary/elementary stage and secondary stage. It offers foundation course nationally equivalent to Class VIII level; secondary education in the areas of Languages, Mathematics, Science, Social Sciences, Home Science, Type Writing and Word Processing; senior secondary education in the areas of Humanities, Science and Social Sciences, Vocational Education in various areas and a number of life enrichment courses. The NOS has also launched Open Basic Education Project for out of school children in the 6-14 age group and adult learners. This will have three levels : preparatory, i.e., (a) primary, (b) and elementary, (c) which are equivalent to formal school standards of III, V and VIII respectively. The NOS has accredited institutions called Special Accreditated Institutions for Education of the Disadvantaged (SAIED) in above areas.

One of the Regional Centres of NOS is located at Allahabad, U.P. with a view to act as a nodal agency of organising various kinds of students support services and to extend all kinds of administrative support for admission, delivery services and

evaluation activities of students belonging to the state. The NOS has instituted a number of accredited institutions for different kinds of programmes offered to the learners of the state. There are as many as 79 accredited centres of NOS located in secondary/higher secondary/intermediate education institutions of the state. These centres organise students support service activities for general courses. For vocational courses the NOS has as many as 34 accreditation centres located in different places of the state. Besides these centres, the NOS has special accredited institutions for education of disadvantaged in 5 institutions of the state. Analysis of location of various kinds of accreditation centres of NOS reveals that the accreditation centres for general courses are located in 39 districts of the state whereas the vocational programme centres are located in 14 districts. A large majority of such centres are located in urban areas, hence, rural students have limited access to such centres. However, as an alternative/supplementary mode of education the presence of Open School in the state provides a major source of life long learning for the masses who cannot avail opportunities for school education and continuing education in formal system.

3.4.4 Correspondence Education Programme

In U.P. Correspondence Education Scheme was launched at higher secondary stage in the year 1980. Through this programme the students get opportunity to qualify Intermediate examination conducted by the Board of High School and Intermediate Education, U.P., Allahabad.

The Institute of Correspondence Education, Allahabad runs two schemes at Intermediate stage in three subject areas viz., Arts, Science and Commerce.

3.4.4.1 General Scheme of Correspondence Education

This scheme caters for such candidates as private candidates to appear at the Intermediate Examination. During the year 1999-2000, the Institute had 488 centres covering all the districts of the state. The registering centres arrange contact programmes for distance learners. The Institute provides self study print based materials to learners. Assignment system with provision of evaluation of response sheets is also one of the components of this programme. During the year 1999-2000, the enrolment status (Fig. 3.2) of this programme was as shown in Table 3.4.

Table 3.4: Subject and Enrolment Status

1.	Arts	16999	81.33 per cent
2.	Science	2475	11.84 per cent
3.	Commerce	1427	6.83 per cent
	Total	**20901**	**100 per cent**

Source: *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.
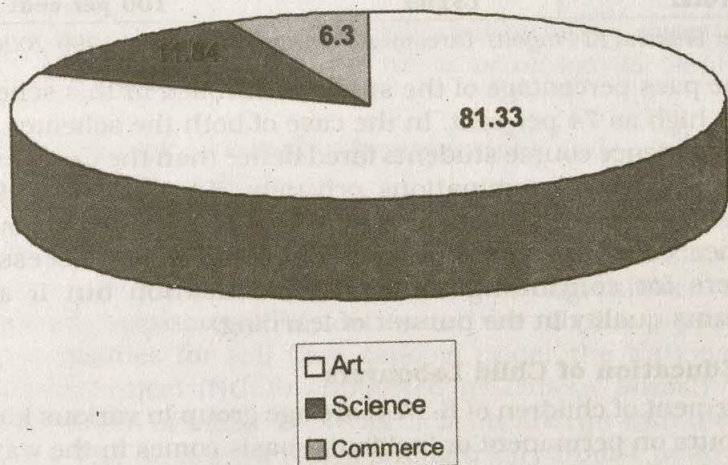
Fig. 3.2: Correspondence Education – Groupwise Students' Enrolment Status (1999-2000)

The pass percentage of students enrolled under this scheme ranged from 51.52 to 55.08 (Khandelwal, 1994).

3.4.4.2 Scheme of Continuing Contact Education Programme
This scheme incorporates the features of dual mode, i.e., both face to face formal education mode and non-formal education mode. This scheme was introduced in the year 1986-87.

The programme is organised in 116 Intermediate College centres located in different parts of the state. Besides provision of self study materials and assignments the students get opportunity for attending face to face teaching organised during off hours of the selected schools. The school building, furnitures, laboratories and other teaching equipments and services of concerned school teachers are available to correspondence course students. The two years course is covered within 16 months.

During the year 1997-98, the enrolment status of this programme was as in Table 3.5.

Table 3.5: Enrolment in CCEP

1.	Arts	5843	44.27 per cent
2.	Science	6884	52.16 per cent
3.	Commerce	472	3.58 per cent
	Total	**13199**	**100 per cent**

Source: *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

The pass percentage of the students enrolled in this scheme was as high as 74 per cent. In the case of both the schemes the correspondence course students fared better than the candidates who appeared in examinations privately (Khandelwal, 1994). These facts reveal that alternative inputs provided through distance education mode not only provide better access to learners for continuing with school education but it also maintains quality in the pursuit of learning.

3.5 Education of Child Labourers

Involvement of children of 6-14 years age group in various kinds of labours on permanent or incidental basis comes in the way of their schooling. Child labour is a major hindrance in the mission of education for all. After the Supreme Court judgement on child labour in 1996, the Labour Department conducted a survey in 1997, to identify working children in industries of the state listed in the Child Labour Prohibition and Regulation Act, 1986. Such survey is now being conducted on annual basis. Other departments like Rural Development Department and Basic Education Department conduct surveys with a view to identify child labourers, releasing them from work and ensuring their studies at elementary stage.

In U.P. two districts viz., Moradabad and Firozabad had higher concentration of child labourers, i.e., having around 15,000 out of school children in each district. However, each district of U.P. has concentration of child labourer in varying degrees. There are cases where children are engaged in different kinds of occupations with employers in a city or town. There are children who accompany their parents to work sites or work in occupations at home. A large number of children migrate from other districts or other states and are working and staying with employers.

There are cases where children seasonally migrate alongwith their families to work for a Loom owner. Hence, various kinds of situations exist in the context of child labours in the state.

A survey was conducted about child labour problems and interventions introduced in six districts of U.P. Such data reveal facts about the intensity of child labour in different districts and educational provisions made for them as a part of alternative schooling.

The child labour survey conducted by labour department in six districts of U.P. reveals the information as displayed in Table 3.6.

3.6 Coverage of Existing Interventions and the Role of NGOs

Two kinds of interventions are made in the state to bring the child labourers to the main stream of school education. One is to provide educational facilities to working children through centrally sponsored NFE centres and the other is to provide the opportunities for full time schools under the National Child Labour Project (NCLP) supported by Labour Ministry at the Government of India. The NCLP schools are run with the help of NGOs. The prominent NGOs strength vary from 1 to 20 in each district which run NFE centres. Special efforts have been made in DPEP districts to provide alternative schooling facilities to child labourers.

3.6.1 Implementation of Different Models for Working Childrens' Education

The state has experimented with two models for education of working children :

(i) Centre for Rural Education and Development Action (CREDA) and (ii) Camp Mode and Bridge Course Alternative School following the M.V. Foundation Movement of Back to School.

(i) Centre for Rural Education and Development Action runs special schools under NCLP in Mirzapur and Bhadoi districts with a view to withdraw children from Carpet Looms and give them primary level education at an accelerated pace and mainstream them into the formal education system. The non-formal education classes were run after working hours. CREDA worked out a strategy to involve all stakeholders of Carpet industry including the Loom owners and Carpet

Table 3.6: Status and Nature of Child Labour in Selected Districts of U.P.

Sl. No.	District	Child Labourers	Nature of Labour	NCLP Schools	NFE Centrally Sponsored
1.	Bhadoi	147	Carpet Industry, Beedi Rolling, Brick Klins	*20+49+7 = 96 = 96	500
2.	Sonbhadra	119	Carpet Industry, Chemical Industries	10 (proposed)	300
3.	Mirzapur	66	Both Hazardous and Non-Hazardous	20	Category
4.	Allahabad	2027	Carpet Weaving, Beedi Rolling, Brick Klinks, Silica and Stone Quarrying, Others	40 (proposed) 20 Shiksha Ghar	1500 NFE
5.	Jaunpur	326	Hazardous Catagory	Nil	Nil

Note : * Twenty NCLP Schools, Forty Nine Bal Adhikar Pariyojana Schools and 7 Carpet Export Promotion Council Schools. Approximate numbers of NFE centres @100 per block.

Source : : *SIEMAT Workshop Status Report, 2000.*

Besides these figures, there may exists a large number of schools non-goers who miss schooling because of different kinds of engagement in working situations.

manufacturers in its campaign against employment of children. It adopted face-to-face interaction with individuals and groups. The volunteer activists were identified in each village. The parents, neighbours, adult weavers, Loom owners, child labourers, school going children and village community members were involved in the campaign. The special schools run under NCLP by CREDA impart non-formal education vocational type training alongwith provision of supplementary nutrition and health care services. In addition, a monthly stipend of Rs 100/- per child is paid to children withdrawn from work.

(ii) Camp Based and Bridge Course Model Alternative Schooling was implemented by DPEP in Birdha of Lalitpur district. A 90 days bridge camp was organised for child labourers in stone cutting work and wood collection business. The strategy adopted in this model read as follows:

Intensive and planned efforts were made to motivate non-school goers and their parents. A three-day workshop was held to plan for short term camp. It involved resource persons from M.V. Foundation, Hyderabad, Youth Volunteers, VEC members, school teachers and district level functionaries of education. The profiles of out-of-school children were identified. The parents, children and community members were contacted.

Followed by this, another three-day short term residential camp was organised with the help of M.V. Foundation resource persons. In all, 65 children including 9 girls identified as school non-goers and drop-outs participated in the camp.

As a next step the organising team members visited a long term (90 days) camp run by M.V. Foundation, Hyderabad. The core team got trained in this camp.

After getting training in the system of use of TLM and monitoring and evaluation activities the core team members came back to Lalitpur and organised a 90 days camp (Bridge Course) for those students who had already participated in the 3 days short term camp. After completing Bridge Course all the 75 children were enrolled in formal schools and A.S. centres. Five camps of such type were organised in Lalitpur district during the year 1998-99.

General observations made about the role of alternative schools in education of child labourers reveal that so far the non-formal education centres have not brought satisfactory

impact on arresting the problem of child labourers education. There is a need to develop appropriate action plan to intensify the movement of alternative schooling in catchment areas of child labourers and to provide qualitative and need based education to them.

3.7 Issues and Priorities of Alternative Schooling

On the advent of Sarva Shiksha Abhiyan (SSA) the priorities of education for all have been well focussed. Various schemes of alternative schooling which function under compartmentalised structure of administration have been brought under one umbrella of SSA since 2001. Hence, area based micro level plan for educational development of unserved localities can take care of various problems in a holistic framework. However, the relevance of alternative schooling through various face to face and distance education mode will be enhanced in such situations. Alternative modes and approaches of schooling with local specific curriculum, textbooks, teaching-learning materials and evaluation system will have to be explored on the basis of experiences of implementation of various schemes. Moreover, appropriate strategies will have to be explored for community based and learner friendly approaches to primary education so that the goals of universal access, retention and quality outputs can be achieved.

3.8 Education for Children with Special Needs

The World Conference on Education for All : Meeting Basic Learning Needs held at Jomtien, Thailand during 1990 had highlighted that the learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of education system. The National Policy on Education — 1986 has also highlighted the issues of the disabled as a part of national education system. The magnitude of the problem in respect of children with special needs is quite high since they constitute around 1.8 per cent of total population of 6 to 14 years age group. In U.P. the state of affairs in respect of disabled children is as bad as that of the national scenario. A district level Social Assessment Study conducted by SIEMAT, Allahabad revealed that in Allahabad district the strength of Children With Disabilities (CWD) was approximately 1.40 per cent of total population. The major category of CWD was of physically

handicapped (55.18 per cent) followed by Visually disabled, Hearing disabled and Speech disabled. The need assessment study revealed that 56 per cent CWDs needed integrated education. Followed by this there was felt need for special education (25.13 per cent) and only 3 per cent CWDs needed home bound education. (Sahoo and Yadav, 2001).

3.8.1 *Status of Integrated Education for the Disabled*

The state has taken initiative in organising Integrated Education Programme for disabled children. It is envisaged that disabled children will be enrolled in general education system. There will be provision for specially trained teachers and necessary equipments for education of CWDs in general schools. Under the scheme of integrated education the State Government has made provisions for education of CWDs at primary as well as at secondary stage.

Under the aegis of DPEP (II and III) efforts have been made to mobilise general education system and making it responsive to the educational requirements of children with mild to moderate disabilities. Under DPEP the organisational structure has been streamlined for execution of integrated education programme. The State Resource Group (SRG) has been constituted to formulate policies for education of disabled children under the Chairmanship of State Project Director. The same committee guides integrated education programme of DPEP. At block level the Block Resource Groups (BRG) have been formed to provide technical support in primary teachers' training and for supervision of integrated education programme in the schools.

At Cluster Resource Centres, VEC and school level arrangement has been made to reorganise the existing VEC and School PTA with inclusion of a nominee from parents of CWD. Training programme of VEC members also includes the component of sensitisation of education for CWD. There has been provision for recruitment of District Co-ordinators for Integrated Education in all the 22 DPEP districts of the state.

3.8.2 *Coverage of Integrated Education in DPEP II Districts*

This programme has been implemented in two phases. In the first phase each of the two blocks of only 5 districts were included viz., Basti, Siddharth Nagar, Sonbhadra, Bareilly and Hardoi

education under DPEP. In the second phase each of the two blocks of remaining 17 districts of DPEP (II) were covered.

Surveys were conducted for identification of children with special needs. Out of them children with mild disabilities were identified for integrated education . In the first phase of the project, i.e., in 5 districts (10 blocks) 9,021 children with special needs were identified. Out of them 2,735 (30.30 per cent) children were selected for integrated education. Forty master trainers were trained by the IASE, Ruhelkhand University, Bareilly. Medical assessment camps were organised in Basti and Siddharth Nagar.

In the second phase of Implementation of Integrated Education Programme in all 52,173 children with special needs were identified. Out of them 9,724 (18.63 per cent) children were selected for integrated education programme. Training programmes have been organised for VEC members, community leaders and teachers of the DPEP districts. In the second phase 121 master trainers were trained by different organisations like IASE, Bareilly, Amar Jyoti, Delhi and U.P. Institute of Rural Research Society, Allahabad.

Different training programmes were organised for BRC and NPRC co-ordinators and Primary School teachers. Eighteen such co-ordinators/teachers completed Bridge Course programme on Mental retardation; 19 coordinators attended a foundation course on integrated education and 2,835 primary school teachers of selected blocks attended 5 days training programmes on integrated education.

Besides above training programmes 5 medical assistance camps were organised in Bareilly, Hardoi and Basti. The aids and appliances were also distributed to CWDs.

3.8.3 *Role of NGOs in Integrated Education*

Integrated Education Programmes in the first phase districts are in progress. During 1999-2000, one NGO, Shikshit Yuva Sewa Samiti worked for Integrated Education in Basti and Siddharth Nagar districts. During 2000-2001, 3 NGOs viz., National Association for the Blind, Jeevan Dhara and Institute of Integrated Society Development have been running integrated education programmes in Bareilly and Barabanki districts. Selection of one NGO for Baharaich district is in process.

3.9 **Material Development for Integrated Education**

Under DPEP II Integrated Education Schemes training and study

materials have been developed for in-service teachers training, development of community awareness, VEC training, children's general studies and school textbooks, and pre-service training course for teachers.

3.9.1 Progress in DPEP III Districts

The organisational structures have been formed in DPEP III districts. The blocks have been identified. Initial level training programmes and foundation courses have been completed. The process of selection of NGOs for organising projects at district level is still on going.

3.10 Integrated Education Programmes at Secondary Stage

Under this scheme the State Government has taken initiative in organising various kinds of activities for children with special needs at Classes VI to XII levels for following cases:

- partially hearing disabled;
- partially visual disabled;
- physically handicapped; and
- mentally retarded.

The Integrated Education of Handicapped Children (IEHC) project sponsored by the Government of India is being conducted in the state. As reported by Tyagi and Shardindu (1999) the ICHC scheme is in operation for junior high schools/high schools in 10 districts of the state including Meerut, Agra, Bareilly, Gorakhpur, Faizabad, Jhansi, Moradabad, Pauri Garhwal and Balia. Under this scheme, partially disabled children are provided Rs 200/- per child per annum for dress, Rs 400/- for books and stationery expenses and Rs 50/- as travelling allowance per month per child. The scheme, however, has not been successful in attracting sizable number of target group learners to the schools. Besides this project, the Social Welfare Department of the state manages some schools for the deaf and dumb in the state.

3.11 Future Priorities

Efforts for Integrated Education of Children with Special Needs are very much encouraging at elementary stage, especially in the context of DPEP. Such efforts must be integrated with educational planning and management of elementary education in all the districts of the state. The state will have to go a long way to make provisions for access of target learners of all the

districts as well as to take initiatives for their retention and achievement in school education.

3.12 Conclusion

The state has made significant progress in the last decade in terms of quantitative expansion of various schemes leading to universal access of elementary education, retention of learners in schools and eradication of illiteracy. Transformations have been brought in structural management of education system focussing on various issues concerning education of disadvantaged group of learners in rural areas. However, the challenges exist for attainment of goals of education for all within a stipulated time frame. Experiences in a number of experiments conducted in this context can guide to design area specific and target oriented holistic strategies so that context specific life oriented educational experiences can be provided to all the sections of society. Significant efforts are to be made for decentralising the process of strategy building and encouraging learners participation oriented approach in alternative models of schooling and life long learning.

CHAPTER 4

Secondary and Senior Secondary Education

The chapter describes the structure, access, gender and regional disparities within the state in respect of Secondary and Senior Secondary eduation sector. It also embodies a detailed description of the critical issues, strategies employed and attempts made at reform of Secondary / Senior Secondary eduation. It also incorporates a section dealing with the extent of vocationalisation of +2 stage achieved, highlighting problems, issues, linkages and future perspectives.

The placement of Secondary and Senior Secondary Education corresponds to a very critical stage of development in man's life. The entire life cycle at this point of time undergoes a swift transformation in terms of physical, mental, social and emotional characteristics. The psychologists call it a period of 'storm and stress' while the sociologists view it as the most critical phase in the process of 'socialisation' of an individual traversing through the course of life from childhood to adulthood. Thus, organisation of a meaningful Secondary and Senior Secondary education programme is an extremely challenging task.

The content of education, as also the pedagogic procedures require careful handling owing to the fact that the clientele it serves is a highly flammable material requiring quick, sensitive and responsive transactions. At the national level there have been lots of upsurge of ideas in respect of re-orienting the content and process of education pertaining to secondary and senior secondary sectors which are labelled as 10+2 structure in the newly adopted educational system prevailing in the country. The state of U.P. has been quite vigilant in this regard as 10+2 structure was anticipated much in advance of its appearance on the national scene.

4.1 Secondary Education in the State of U.P.: A Historical Perspective

Secondary education is of vital importance and significance in the system of education of any country anywhere in the world as it is the first terminal stage of education. It is different from primary stage on one hand and higher education stage on the other both in terms of its content and process. Its importance and significance lies in the fact that besides being a link and a forward step to higher education it has also to be an integrated complete programme in itself and designed specifically for the purpose of preparing good, responsible, committed citizens, semi skilled, technical hands and middle level personnels for the world of work. No wonder that its quality has a natural bearing not only on the quality of higher education but on that of the social, scientific, technological and economic progress and advancement of the country and nation as well. Therefore, it is important and imperative for those concerned to ensure that efforts are made with zeal and honesty for the improvement of quality and standard of secondary education as well as its expansion and universalisation (alongwith primary) if they wish to accelerate the pace of social, economic, political, technological revival and progress of the country; if they hope to seek and achieve the goals of societal development, social resurrection and sustenance of the social fabric of the Nation and the State.

The aims and objectives of education in general and secondary education in particular are to help facilitate development of good citizens: responsible, well-informed, self-sufficient, thoughtful people who are democratic, enriched, empathetic individuals competent enough to judge and make right decisions; capable enough to contribute and to play effective roles in social reconstruction and economic development. This stage is generally divided into two sub-stages– Secondary (upto Class X) and Higher Secondary (Classes XI and XII) — the former being the stage of general education and the latter as the stage of bifurcation and diversification. But the system was not always so. Domination of Universities and their matriculation examinations did not allow the secondary institutions to follow or take up their own independent educational programmes earlier. In view of this many states in the country decided to create their own Boards of Secondary Education. Many others in the wake of Saddlers' Commission (1917), preferred to establish new type of institutions

called Intermediate Colleges which were to provide instruction in Arts, Science, Medicine, Engineering, Teaching etc. It was felt that they would provide a more proper dividing line between university and secondary course than the matriculation course which was extant.

U.P. (then United Provinces) was the first state in India, which took the pioneering step in the setting up its Board of High School and Intermediate Education as early as in 1921. The Board was required to look after the affairs of High School and Intermediate Education and to exercise control over the institutions established in this regard.

The Sapru Committee (1934), appointed by the U.P. Government to inquire into the causes of unemployment lamented upon the nature of the courses offered and the kind of education imparted in the High Schools which were preparing students only for examinations and not for any vocation or for life itself. It was recommended that the Intermediate Colleges be abolished and the secondary education programme be made of 6-year duration by extending it for one more year to make the school education programme of 11 years rather than the prevalent 10 year practice. The first 8 years of this 11 years school course was supposed to be devoted for general education and the next 3 years for secondary, to be followed by the university or degree course of 3 years. The Central Advisory Board of Education, established in 1944, recommended a 6-year High School course of two types – one academic and the other technical, with admission age prescribed as 11-year. The Secondary Education Commission of India (1952), noting the structure of secondary education to be neither uniform nor clear, recommended the opening of higher secondary schools for extending the school years for a duration of one more year. This was felt essential in view of the fact that the academic standards of students seeking admission to universities/higher professional courses was in general quite poor and their admission age to them also quite low. Secondary Education of 7-year duration was considered adequate for helping students attain reasonable degree of maturity, knowledge, understanding and judgement and make them stand in good stead in later life. Thus, at the time the country attained its independence secondary education was being provided in different states through Vernacular — Middle, Entrance Examination, High Schools, Intermediate colleges all

of varying duration with the latest Higher Secondary type introduced as one more after the recommendations of the first commission that was set up in respect of secondary education just after independence.

The state of U.P. was an exception to the general scenario of the country in the sense that concurrent to the recommendations of the Secondary Education Commission a similar system was given approval in the Acharya Narendra Dev Committee (1952), appointed by the state. Conversion of Intermediate colleges to Higher Secondary pattern by allowing the first year of Intermediate to get attached to the secondary stage and the next year (i.e., second year) to the higher stage making the latter a 3-year degree course got an extra fillip. Because of the entailed extra expenditures involveu many states did not accept this new system, but in U.P. Higher Secondary and Intermediate systems both flourished and existed concomitantly till the time the 10+2+3 system got imposed by the nation in an attempt to make a uniform pattern country-wide.

In 1950-51, there were 987 secondary institutions in Uttar Pradesh with about 4,17,000 students enrolled in them. However, the gender and regional disparities were great. Such a gender disparity was a very common feature in almost all states at that time. It becomes quite clear from a perusal of Table 4.1 in the case of Uttar Pradesh. The table reveals that the difference was about 1:5.5 in the case of girls and boys institutions; approximately 1:5.2 in the case of girls and boys students, with a similar trend of an approximately 1:6 ratio between female and male teachers just after independence. The data in the Table 4.1 is in respect to the year 1950-51.

Table 4.1: Number of Schools, Students and Teachers in U.P.

Year	Number of Schools			Number of Students			Number of Teachers		
	Boys	Girls	Total	Boys	Girls	Total	Male	Female	Total
1950-51	833	154	987	359580	57825	417405	15453	2774	18227

Source: *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

Despite the prevalent disparity in respect to gender in almost every state the issue of access to education for women was not dealt separately by the Secondary Education Commission. The reason behind this being the expressed belief that every type of education open to men should also be open to women. The survey

group of the Commission (1952), however, noted that women had found admission to practically all faculties (though in small numbers) which a generation ago would have been considered unsuitable for them or beyond their reach. Nonetheless, providing Home Science courses for girls was advised and considered desirable even for co-educational or mixed-type of schools also, provided they could cater to the special needs of girls and make available separate sanitary facilities, retiring rooms, teachers of both genders and such subjects and extra curricular activities as were best for girls like home-craft, music, drawing-painting etc.

Feeling the existent system to be too examination ridden the Commission had suggested for holding only one public examination at the end of the school education which could either be a Higher Secondary or a High School Examination depending on the nature of the school attended and the course completed. Accordingly, the Board of High School and Intermediate Examination of U.P. established in Allahabad, was entrusted with this responsibility in Uttar Pradesh. Semester system of examination could not be implemented in the state due to paucity of funds and teachers and an imbalanced ratio between pupils and teachers. However, the 3-year degree course that was to be followed after the Higher Secondary stage as per the recommendations of the Commission, was not the pattern commonly followed in Uttar Pradesh (except in respect to the Central Universities like Banaras Hindu University and Aligarh Muslim University). Some High Schools were upgraded to multipurpose schools and some polytechnics and technical schools were opened for students coming out of them in accordance with the recommendations of the Secondary Education Commission.

4.1.1 *Emergence of 10+2+3*

The next Commission to review the entire educational scenario of the country was the Kothari Commission (1964), named after Prof. D.S. Kothari. An important thing that this Education Commission of India noted and suggested in the overall interest of the student population was to implement a uniform and common pattern of education with a view to minimise confusion and coordinate and maintain educational standards. The concept of National System of Education linked with the adoption of a

uniform educational pattern and the belief that such uniformity is essential for raising educational standards had already started making its mark. Suggestion given was for a 10+2+3 system devoted to:

- ten years of general education comprising of 7 to 8 years of primary education and 3 or 2 years of Lower Secondary or High School stage of general or 1 to 3 years of vocational education;
- two years of Higher Secondary stage of general education or 1 to 3 years of vocational education; and
- three years or more of higher education for the first degree followed by courses of varying duration for the second or research degree.

In the first 10 years of schooling, emphasis was to be given on providing a general education course without any specialisation or diversification followed by the first external/ public examination. The prevailing pre-university course was to be transferred from the University to the Secondary Schools and the existing Higher Secondary pattern so changed that no attempt at specialisation be made till Class X. The admission age to Class was to be made not less than 6 years and the curriculum simple by reducing the load of formal school subjects and giving greater stress on language, elementary mathematics and environmental studies. Science and Maths were to be made compulsory for the first year of schooling. At the Higher Secondary stage the subjects were supposed to gain rigour and depth and get diversified in a manner that pupils could study a group of any three subjects in-depth out of an option of 3 groups.

The total impact of the recommendations of these two Commissions set up after independence was the phenomenal expansion of education at all levels but more so at the secondary, and gradual transition of the traditional bookish pattern of education to the vocational one for making secondary stage a self-contained stage to quite some extent. The expansion level came to be such that 90 per cent of the rural habitations today have schools within a range and radius of approximately 1.5 to 2.5 kms. Nevertheless, the most notable and praiseworthy outcome was the acceptance and introduction of 10+2+3 system of education by a number of states which paved the way and strengthened the recommendation and ultimately got

implemented in the entire country following the operationalisation of the National Policy on Education (NPE) — 1986.

National figures in respect to expansion of education, for which reliable statistics are available, as discussed in NPE (POA, NPE —1986, Government of India p.25) are that in the 3 decades starting from 1950-51, and ending 1982-83, the number of schools increased from 13,596 to 1,23,300 registering an annual increase of 7.2 per cent, the per cent enrolment of students of age-group 11-14 years jumped from 12.9 to 40.00 per cent and that of teachers for the same level increased from 85,496 to 8,46,772. Similarly, in respect to the number of Higher Secondary Institutions the reported increase is from 7,300 to 52,279 schools, which rose upto 56,323 by 1983 with the number of student enrolment rising to 97,45,519.

4.1.2 Expansion of Secondary Education in U.P.

From comparing the educational expansion in U.P. with those of the national figures discussed above, the data in respect to the decades ranging from 1960-61 to 1982-83 for U.P. are presented in the Tables 4.2, 4.3 and 4.4.

Table 4.2 : Number of Secondary Schools Including Higher Secondary in U.P.

Type	1960-61	1970-71	1980-81
Boys	1489 (78.75)	2834 (90.33)	4420 (55.96)
Girls	282 (83.12)	581 (106.03)	758 (30.47)
Total	1771 (79.43)	3415 (92.83)	5178 (51.63)
Rural	749 (48.91)	1840 (145.66)	3394 (84.46)

Source : *Shiksha Ki Pragati*, Directorate of Education, U.P., 1999-2000.
Note : Decadal growth in percentage are shown in paranthesis.

It may be read from the preceding Table that when compared to the national figures in reference to educational access and coverage, figures for the state of U.P. are quite impressive. However, in absolute terms the situation does not appear to be very satisfying in the face of the voluminously multiplying population of the state. A consistent spurt in the number of schools during a period of two decades expanding between 1960-61 to 1980-81 becomes quite apparent from a perusal of Table 4.2. The decadal growth in terms of number of schools in the

decade starting from 1960 was quite high but lowered down thereafter to move toward a saturation level. This entailed for the state to resort to alternative models and open systems of education for catering to the educational needs of its exponentially increasing population. Disparity between the number of schools for boys and girls also seems to be great with the boys institutions being almost five times more than that of girls. The situation as it seems was more or less the same in both decades. Disparity between rural and urban schools in the two decades referred to was also quite great. However, this disparity, as can be read from the Table, is less in the decade beginning 1970-71 than the one preceding it.

Tremendous increase in student enrolment to secondary schools can also be said to be a remarkable feature of these two decades. The figures in respect to this data are presented in Table 4.3.

Table 4.3: Number of Students in Secondary Schools of U.P.

1960-61			1970-71			1980-81		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
757592	154485	912077	1851759	463977	2315736	2752494	695829	3448323

Source : *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

A reference to Table 4.3 clearly indicates that the number of students in Secondary Schools of Uttar Pradesh increased from 9,12,077 in 1960-61 to 23,15,736 by 1970-71. This shows a more than two and a half fold increase in students' enrolment. Likewise the number of such students escalated to 34,48,323 in 1980-81 to register a further more than 1.6 fold increase and make the cumulative increase from 1960-61 to 1980-81 become more than four times.

A gender-wise analysis of the figures presented in the Table shows that the number of boys in secondary schools which was 7,57,592 in 1960-61 went up to 18,51,759 in 1970-71, and that of girls in the same decade increased from 1,54,485 to 4,63,977 in 1980-81. Number of students of both genders for the following decade, i.e., between 1970-71 to 1980-81 also shows a marked escalation with the strength of boys going upto 27,52,494 while that of girls upto 6,95,829. These figures although depict great disparity between the genders in terms of their absolute numbers in both the decades under consideration, they also show the

escalation rate of enrolment of girl students as much higher than that of their male bretherens. It may also be pertinent to note here that the total number of students in these two decades shows a phenomenal four-fold rise.

The strength of teachers in the secondary schools of U.P. also increased markedly when taken in terms of their absolute numbers. However, when analysed in respect of student- teacher ratio it does not present a very wholesome picture. Table 4.4 embodies the data in respect of teachers' strength in the two decades extending between 1960-61 to 1980-81.

Table 4.4: Number of Teachers in Secondary Schools of U.P.

1960-61			1970-71			1980-81		
Male	Female	Total	Male	Female	Total	Male	Female	Total
30222	5854	36076	64810	14833	79643	96117	19747	115864

Source : *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

A look at the figures depicted in Table 4.4 discloses that the number of teachers in secondary schools of U.P. in 1960-61, stood at 36,076 which increased to 79,643 in 1970-71, and to 1,15,864 in 1980-81, showing an almost 2.4-fold overall increase in the two decades. In terms of gender the figures in respect of male and female teachers both register a pattern of gradual increase from 1960-61 to 1970-71 and then to 1980-81. But where the number of male teachers which were 30,222 in 1960-61, increased more than two-folds to become 64,810 in 1970-71, it showed an increase of only slightly more than .5 times in the next decade to become 96,117 in 1980-81. As compared to these male teachers, however, the rate of escalation in the case of female teachers, as observed, was almost three-folds in the first decade, i.e., between 1960-61 to 1970-71 and slightly more than one and one fourth times in the next one. In terms of absolute numbers the female teachers' number rose up from 5,854 in 1960-61 to 14,833 in 1970-71 and to 19,747 in 1980-81. The absolute increase in the number of male and female teachers together between 1960-61 to 1980-81 can be seen as coming out to be more than three-folds.

4.1.3 Expansion Since NPE —1986

The position of access and gender disparities in respect of secondary education has been analysed in reference to the number of schools, number of students, and the number of

teachers after the adoption of the NPE — 1986 and its revised version (1992) also. As estimated by NSSO figures it was said that almost 2/3 of the eligible population is still out of secondary school system. The number of secondary schools of the nation was estimated to be more than 1.10 lakh in 1999, with 272 lakh children getting education in them. Out of this, the number of girl students was said to be 101 lakh. The status of U.P. has been presented in Table 4.5 for giving a comparative view in respect of gross national estimation. Figures for schools, teachers and students for the said period are depicted in this Table to show the expansion, coverage and improvement in access to education in the state.

The data in respect to the number of schools, teachers, and students in the last decade of the century are presented in Table 4.5

Table 4.5 : Number of Schools, Teachers and Students in Secondary Schools of U.P

Year	Number of Students			Number of Teachers			Number of Secondary Schools		
	Boys	Girls	Total	Male	Female	Total	Boys	Girls	Total
1990-1991	3614474	1145932	4760406	106650	19522	126172	5113	886	5999
1999-2000	4021356	1774321	5795677	114494	26838	141332	9175	2349	11524*

Source: (i) *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.
(ii) *Report of the Directorate of Secondary Education,* February 2001*

It may be noted from Table 4.5 that the number of secondary students in 1990-91, in U.P. stood at 47,60,406, which rose upto 57,95,677 in 1999-2000. Almost the same situation holds good if one takes the number of male students separately also, which shows an increase of around 4 lack in 1999-2000 when compared with the figures of 1990-91. The number of girl students has registered an increase from 11,45,932 in 1990-91 to 17,74,321 in 1990-2000.

A further look at Table 4.5 shows that the number of secondary school teachers, which stood at 1,26,172 in 1990-91, increased slightly to become 1,41,332 in 1999-2000. In terms of gender the situation which obtains for male teachers is quite in accord to this, but in case of female teachers it can be considered as quite encouraging. From merely 19,522 female teachers of secondary schools in 1991, the number increased to 26,838 in

1999-2000, to indicate a growth rate of slightly less than two-fold. Thus, the gender disparity which is often referred to in terms of females shows a shift in respect of male teachers of secondary schools of U.P. The reason for this shift and a registered higher spurt in the number of female teachers than their male counterparts might be attributed to the fact that there is a greater awareness about women empowerment and larger number of secondary level institutions are being opened for girls. Spread of education in society and elements of forces of modernisation and advancements etc. have also contributed to more and more females getting out of their homes to take up jobs in the face of opportunities coming in their way.

A further probe into Table 4.5 in respect of number of schools reveals that in 1990-91, the number of secondary schools was posted at 5,999 which went upto 11,524 in 2000-01. Genderwise analysis shows that the number of secondary schools for boys was 5,113 in 1990-91, which rose upto 9,175 in 2000-01, while that for the girls increased from 1,020 in 1990-91 to 2,349 in 2000-01. However, when taken in absolute term the number of schools shows an almost two-fold increase in reference to the spurt of the student population in the same decade and appears to be quite sufficient in terms of school student ratio. The growth of secondary schools in U.P. is shown in Fig. 4.1.

The latest situation in respect of secondary schools being managed by government exclusively and those as private and aided schools, has been ascertained from a document (Report of the Secondary Education, U.P., February 2001) of the Directorate of Secondary Education of the state. In accordance with the figures reflected in this document out of total 11,524 secondary schools in U.P. in 1999-2000, there are 548 government secondary schools, 4,435 private aided secondary schools and 6,541 unaided private secondary schools in the state in the year 2000-2001. Thus, Government secondary schools represent a mere 4.76 per cent of total, private aided and 38.48 per cent and private unaided are 56.76 per cent (Fig. 4.2).

Out of 548 government secondary schools in all at present, 151 have no building of their own, 35 are under construction but the progress looks bleak in the absence of funds. This small number cannot cater to the needs of the secondary school going population. To overcome this problem especially in respect of girls, the government has been encouraging private entrepreneurs
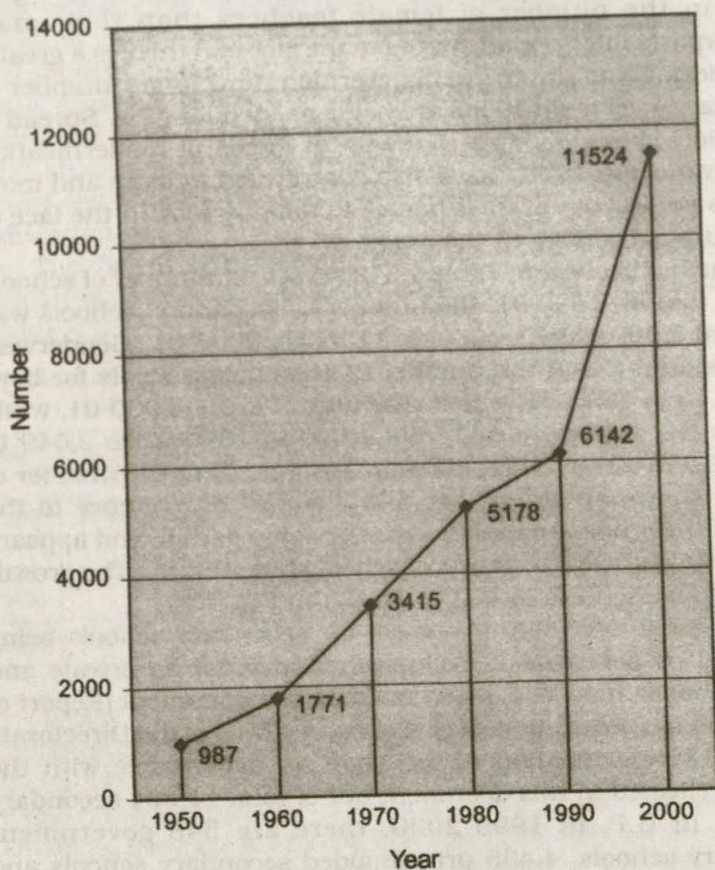
Fig. 4.1: Growth of Secondary Schools in U.P. (1950-2000)
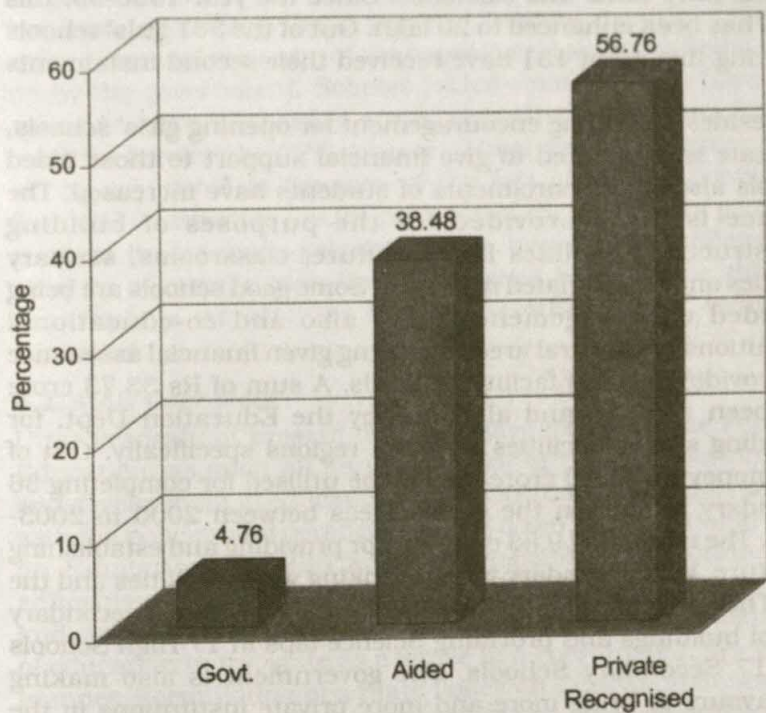
Fig. 4.2: Management-Wise Percentage of Secondary Schools in U.P.

since quite sometime. It had started giving a one-time grant of Rs 10 lakh from the year 1995-96, to private management for opening girls' institutions. In this way by now a total of 278 new schools have come into existence. Since the year 1998-99, this grant has been enhanced to 20 lakh. Out of the 361 girls' schools receiving this grant 131 have received their second instalments also.

Besides, providing encouragement for opening girls' schools, the state is committed to give financial support to those aided schools also where enrolments of students have increased. The finance is to be provided for the purposes of building infrastructural facilities like furniture, classrooms, sanitary facilities and other related materials. Some good schools are being provided encouragement grants also and co-educational institutions in the rural areas are being given financial assistance for providing special facilities to girls. A sum of Rs 33.73 crore has been received and allocated by the Education Dept. for providing similar facilities in Rural regions specifically. Out of this money Rs 24.70 crore have to be utilised for completing 36 secondary schools in the rural areas between 2000 to 2003-2004. The remaining 9.83 crore are for providing and establishing furniture, labs, boundary walls, drinking water facilities and the like. The target fixed for 2000-2001, is of raising 18 new secondary school buildings and providing Science labs in 17 High Schools and 17 Secondary Schools. The government is also making endeavours to bring more and more private institutions in the list of aided schools. Rules for giving recognition to schools have accordingly been relaxed.

In the already served blocks 541 Nyaya Panchayats have been identified in the financial year 2000-2001 for receiving a one time grant-in-aid from the state. Rs 10 crore have been earmarked for the purpose and 100 schools have to be served as per the programme. Out of these, 20 institutions have already received their first instalment and the progress is substantive in respect of processing of the others.

Besides the planning/implementation/mobilisation of the above programmes, the state has many other feathers in its cap as well. It has launched a programme for improving the conditions of the State and Public Libraries and making it more rich. A sum of Rs 3 crore has already been made available towards this purpose.

The state of Uttar Pradesh has also decided to increase the fee structure at various levels in its attempt to generate resources for the schools. Many educational activities are being undertaken. Steps to improve the selection/regularisation procedures of teachers, expediting the process of hearing regarding pending court cases etc. are some of the aspects and activities being taken up by the government. Schools (aided-unaided both) have been asked to take necessary steps regarding provident fund of teachers (under the CPF scheme). However, the progress made is not very rapid in the face of the fast growth of population, financial constraints (as 98 per cent of the budgetary provision is spent on teacher's salaries alone), bureaucratic delays, and absence of coordination-linked activities between the different departments working for one or the other aspect related to education.

4.1.4 An Over-view

Uttar Pradesh, at present does not have its own State Policy on Education, as such all its endeavours in the name of progress and development in education are in accordance to and in keeping with the policies and perspectives laid down in the National Policy on Education — 1986 and its Programme of Action. This adhochism is not only affecting the effectiveness of the schemes and programmes, as such but also the progress and development of education in the state as a whole in a coordinated, systematic manner. Formulation of a State Policy on Education hence, is of great significance and priority to the State Government for which necessary steps are being taken.

Nonetheless, the progress made in secondary education in the state is quite noteworthy. The 10+2+3 system has been accepted in every school and every part of the state; on-going efforts are being made to open schools in the remotest and unserved areas either by providing grants-in-aid to private entrepreneurs or opening government schools; vocational inputs and new vocational courses to meet the public demands are being provided in large number of schools; financial assistance is being given to schools for enhancing and equipping their infrastructural facilities, laboratories, libraries etc.; special attention is being paid to promote education of girls, minorities and other backward groups; teacher training programmes are being organised and revised; and teachers' problems, grievances

and status related issues are being tackled in a more holistic manner with an eye on expediency and immediacy of the problems.

4.2 Quality of Secondary Education

4.2.1 *Low Quality of High Schools*

A look at Table 4.6 presented in respect of the results of the examination of 2000 (Session 1999-2000) reveals that out of a total of 16,39,958 regular and 4,23,576 private students (about 23 lakh) who appeared in the High School Board Examination of that year 5,38,212 regular and 1,37,733 private students were declared successful making the result of general and private successful students as 31.93 and 25.60 per cent respectively.

Table 4.6 : Results of High Schools and Intermediate Examination

Year		High School		Intermediate	
		Regular	*Private*	*Regular*	*Private*
1999	No. of candidates	1653013	676990	827603	225944
	Pass	525667	124456	539668	106589
	Percentage	40.95	23.68	65.20	47.17
2000	No. of candidates	1639958	523576	654503	192091
	Pass	538212	137733	480111	97959
	Percentage	31.93	25.60	73.36	51.00

Source: *Report of the Directorate of Secondary Education,* February, 2001.

To ensure better results in the prospective examinations, the state has made it compulsory for the schools to hold internal examination after completion of Class IX. It has also enforced structures on schools to strictly adhere to the policy of allowing only those candidates to appear in High School examinations who are declared successful at this stage. The problems of mass copying in the examinations have also been taken note of and appropriate measures in the direction to counter them have been taken. The students are not allowed to appear in the examinations at those centres, which are their own schools. However, this restriction is not imposed on girl examinees. Other measures and strategies to make the examinations fair, copying-free and clean have also been evolved and implemented. The examiners are now appointed through computers, and secrecy is maintained in this regard. Duration for evaluation work and remuneration

of teachers both have been increased. The idea of writing the mother's name alongwith that of the father on the result cards bearing the candidates screened photograph, which was proposed a few years ago has been implemented from the examinations 2000 onwards.

4.2.2 Intermediate Examinations

In respect of the +2 examination the number of students who appeared in the examination for the year 2000, was 8.97 lakh comprising of 4,80,111 regular and 97,959 private candidates. These are mentioned here to bring home the enormity of the task and responsibility which the U.P. Board of High School and Intermediate Education is required to burgeon. The Board, established in 1921, under the Intermediate Education Act of 1921, had organised its first public examination in 1923, for a number of merely 5,744 students. Now it is required to hold examinations for more than 23 lakh High School and Intermediate students. In the stated circumstance one can readily understand the need of innovation and effort that is required for evolving a strong, foolproof and sound evaluation programme to be brought into operation.

4.2.3 Secondary Education Curricula

In keeping with the conception of a general education course at the National level, a 10-year general education course was introduced in secondary schools of U.P. in the year 1998. In this course, six compulsory and one optional subject have been prescribed. Science has been made compulsory for all students including girls. Diversification at the High School stage has been stopped (which is in keeping with Kothari Commission's view also). However, at the Intermediate stage, students are allowed to opt for any one stream out of the 3 streams provided with each being a club of 3 subjects. Many vocational subjects are also listed for those not wanting to go in for academic stream. Many vocational subjects and streams which are considered as obsolete and useless are in the process of being given up. A proposal in this regard has been made to discontinue 30 subjects and 6 streams from the year 2003. However, a computer course comprising of an information technology component has been introduced in many Intermediate Colleges as an extra optional subject for students of all the 3 streams viz., Arts, Science and Commerce. The students will be charged extra fees for availing

this facility. In respect of computer education, another scheme (like the one in Tamil Nadu) is also in the offing. According to this scheme, the schools which are willing and are selected will lend their premises to the students and the computer education companies/institutions after 3.00 p.m. (i.e., after the school hours) for use of vocational activities and the company will take care of providing necessary equipments including teachers, etc. for educating the children. The children will be required to pay fees. Attempts are being made to reach agreements with companies in this regard. Other vocational education programmes for +2 level under the central schemes have also been provided/proposed. Details in respect of them are given under the head of vocational education of this chapter.

In order to make the functioning of the Directorate of Education more efficient and effective and to ensure coordination between the various units at different levels computerisation of the offices of 52 DIOs and 17 Joint Directors have already been accomplished. Out of the sum of Rs 30.10 crore year marked by the Eleventh Finance Commission as an advancement grant for establishing computer labs in District Headquarters of the State, finances have been marked for establishing computer labs in Government Inter College campuses of 57 districts as per the proposed plans.

4.2.4 State Open School

The programme of continuing education has been stopped in the state and instead the process of establishing a State Open School along the lines of National Open School is in the offing. This would enable the state to reach education to not only the drop-outs and those in jobs/vocations, etc. but also to those who are in the unserved regions. This would be possible because the state is committed to reach the facility of computers/televisions etc. to its remotest parts and its furthermost regions.

4.3 Scheme of Modernisation of Madarsas

A number of programmes for the cause of providing equal opportunities of education to minorities, backwards and deprived sections of the society also come in the ambit of the state's educational activities. Among some of these activities are included modernising of Madarsas and Maktabas which is being done by introducing Science, English, Hindi and simple Mathematics in their curriculum with a view to enable the students to get actively

involved in the programmes and activities of a welfare state. Vocational education and computer literacy programmes are also to be introduced in these institutions with immediate effect to ensure that students do not find any difficulty in joining the main streams. Providing hostel facilities for girls in those areas which are educationally backward, distribution of scholarship facilities similar to that which are given to Scheduled Castes/ Scheduled Tribes, bringing the "Arbi-Pharsi Madarsa" on the list of aided schools and giving them recognition, etc. are many of the plans in this regard.

A sum of Rs 107.20 crores was provided in the budget of 1999-2000, for giving scholarships to minority students till Class X. Students from Classes I-V get Rs 25/-, from Classes VI-VIII Rs 40/- and from Classes IX-X Rs 60/- per month as scholarship. This money is being distributed directly through the gram panchayats for the past one-year. There are 840 recognised Madarsas in the state whereas there were only 451 in 1997-98. Out of these, 317 Madarsas have been selected in the list of aided schools and the state bears the responsibility for providing salaries, etc. to their teaching and non-teaching staff whose number in each school comes out to be about 15–1 Principal, 12 Teachers, 1 Clerical Assistant and 1 Peon. The responsibility of distribution of salary is vested with the officer of the Welfare Board for the Minorities. In the year 2000-2001, Rs 36 crores have been provided for the salaries of the current year and Rs 19 crores for earlier years. A scheme of Pension and Gratuity for the staff of these institutions is also effective since 1993.

4.4 Incentives for SC/ST Students

The State Government has placed special emphasis on ensuring a regular flow of benefits of sectoral programmes in different sectors to the Scheduled Castes and Scheduled Tribes also under the special component plan whereby about 20 per cent of the budget is allocated in each programme. The welfare schemes mainly are in the shape of grant of scholarships, non-recurring assistance for purchase of books, reimbursement of fees, establishing of *Ashram* type schools, hostels and coaching centres.

Scholarships to the minority and backward groups are given by the Social Welfare Department directly to the institutions for disbursement to selected students. However, paucity of funds is not making it possible that all SC/ST students get scholarship.

4.5 Other Schemes

Schemes are also launched for strengthening the cultural and value education inputs in the schools and non-formal systems, both at the primary and secondary stages. Population and Development Education Schemes (launched in 1980) are also a part of secondary education programme alongwith primary. Besides all these schemes, a variety of others, relating to environment education, science education, computer literacy and science are also afloat for the secondary stage students.

4.6 Senior Secondary Stage

The Senior Secondary or +2 stage is marked off in different streams and subjects. The centrally sponsored scheme of vocationalisation of secondary education is being implemented since 1993, and revised programme is in operation from 1998. The Planning Commission had categorised the scheme for its transfer to states but no concrete decision could be taken in this regard till August 1999, when it was decided to revitalise the scheme and advise the states to send their expansion programme proposals. Many states including Uttar Pradesh have ventured into a big expansion to cover more number of schools and to introduce demand-driven courses–such as fashion and garment designing, manufacturing of clothes, jewelery designing, fashion technology, computer science and the like.

The IEDC (Integrated Education for Disabled Children) scheme is also being introduced in the school system in consequence to which two polytechnics, one in Mysore and the other at Kanpur for the disabled students, have been set up.

NOS (National Open School) offers programmes through the distance mode of education to its clientele and functions as a National Board of Secondary and Senior Secondary Education. Vocational Examination similar to India's CBSE (Central Board of Secondary Examination) and CISCE (Council for the Indian School Certificate Examination) Boards are organised by them also.

4.7 Attempts to Reform Secondary/Senior Secondary Education

Several attempts have been made to reform Secondary Education in the state since 1951. Dr Acharya Narendra Dev Committee of 1952, which was appointed to examine a few specific questions and suggest ways and means for effective improvements with a

view to make secondary education scheme successful as a whole, made several specific recommendations on syllabus, use of aptitude tests, guidance problems, examinations, policy of detention, admissions and promotions, and better management of aided schools.

Subsequent to the recommendations of the Secondary Education Commission (1952), consistent attempt was made by the state to reorganise the curriculum and reorient the school system so as to pave the way for diversification and national integration. As a result, a plan to revamp the secondary schools was developed and a number of programmes including those of vocational courses were piloted in the state.

State of Uttar Pradesh made several efforts to bring in more and more job-oriented subjects in the curriculum and promote value and culture orientation to the programmes and courses of study of the senior secondary level, in acceptance to the Education Commission's recommendations regarding the idea of common school system and school complexes.

Thus, by the time the new educational structure was formally adopted by U.P. in 1987, the secondary and senior secondary schools had already undergone a transformation in respect of the range and levels of subjects to be taught, methods of teaching transactions, and evaluation; as also in respect of matters of providing educational and vocational guidance at +2 stage. In addition to the new subjects of studies the programme for +2 level has now addressed to the national level issues and priorities.

In the decade commencing from 1991, Dr Hare Krishna Awasthy Committee submitted its report in respect of secondary and senior secondary level education with a focus on curricula, needed changes in examinations, and the new educational and planning perspectives in the state of U.P. scenario.

Towards the end of November 1999, Education Department GOU.P. brought out a diagnostic paper with an eye on developing a State Education Policy in respect of Basic and Secondary Education. This document laid stress on equality of educational opportunities, developing alternative systems of education, changed perspectives to be incorporated in the curriculum and roles and goals of schools in the new millenium. It has also highlighted the need for a well planned scheme to be introduced for effective teaching in aided secondary schools to fulfil the demand of increased number of students, and to consolidate the concept of distance education in the state.

4.8 Non-Implementation of Semesterisation

The state has not been able to introduce semesterisation at the school level for several reasons — the chief ones being the resource crunch, the vastness of the state and lack of adequate preparations in respect of appropriate curriculum designs. However, the scheme of Comprehensive and Continuous Education (CCE) has been given trial in three districts of the state for its introduction at the primary school stage. It is hoped that, subsequently, this scheme may be given a trial at the secondary and senior secondary stages also, which will explore the possibility of introducing unitised curricula and semesterised examinations at the school level.

4.9 School Complexes and the Role of Senior Secondary Schools

The idea of school complexes was advanced by the Education Commission of 1964-66, with a view to promote and ensure equity and equalisation of educational opportunity alongwith concerns for quality and excellence. The senior secondary schools were contemplated as umbrella organisations for the quality and standards of schools in their areas. Whereas the school complexes could not be developed over the past three decades or so, there is now a move to implement the concept and ideas of common-school system in the state for which a state level seminar was recently held (March 2001). In this seminar, the Education Ministers including that for secondary and basic education have formally participated alongwith the Principal Secretary, and Secretary Education and all Directors of Education. It is visualised that the Senior Secondary Schools will provide a leadership to various school institutions within its neighbourhood to ensure MLL and quality in the effective transactions of school curricula.

4.10 Critical Issues in Secondary/Senior Secondary Education

The critical issues confronting secondary/senior secondary education of the state may be summarily indicated as follows:

- to address the needs of girls and other disadvantaged groups;
- to cater to the needs of rural masses;
- diversification of courses;

- improvement of quality of secondary/senior secondary education;
- improvement of physical facilities of schools;
- to raise teachers motivation and professional competencies.

In addition to these, the lack of suitable infrastructural facilities with the schools, their doubtful economic viability especially in respect of "Vitta-Viheen" recognised schools (schools without funds), want of competent teachers and absence of desirable overall academic ethos prevailing in the school system are some of the critical issues which need to be addressed. An immediate redressal is called for to avoid reaching a critical nadir.

4.11 Vocationalisation at the +2 Stage

4.11.1 A Historical Perspective

Vocationalisation of Education at +2 stage may be linked to the recommendations of Kothari Commission (1964-66). The state of U.P. adopted it in view of the fact that it had far reaching consequences in the context of providing skilled manpower enriched with entrepreneurial skills and competencies. The National Policy on Education — 1986 (Revised 1992) set a target to cover 25 per cent of the higher secondary students under vocational courses by 1995. But so far we have reached an enrolment of less than 5 per cent in various states including that of U.P.

Viewed in a historical perspective vocational courses have been grounded in the school education scenario of U.P. with the introduction of the craft centred education for basic schools as envisioned by the father of the nation and first implemented under the rubric of "Vardha Scheme". Acharya Narendra Dev Committee (1952), set up at the state level, also stressed the importance of such experiences at the school level. Accordingly, the school curriculum was modified to incorporate ingredients of pre-vocational components, such as activities related to handiwork and craft and production processes.

In the school level curriculum, another important development took place when the work experience component was introduced as an integral part of the course. Later, the same has been replaced by the components of Socially Useful and Productive Work (SUPW)

At the secondary and senior secondary levels significant changes could take place after the adoption of the new educational structure of 10+2 and the new curriculum framework of 1988. In the secondary schools the pre-vocational courses were re-emphasised by putting them under socially useful and productive course component with prescribed specific activities leading to the development of skills and entrepreneurship. The curriculum of the high school stage takes care of it.

At the senior secondary stage of +2 several attempts have been made since then to bring a needed diversification in the curriculum structures. In the last five years, vocational stream has been considerably expanded to include 35 trades forming part of the optional course for intermediate level examination.

4.11.2 Centrally Sponsored Scheme of Vocationalisation of Education (CVSE)—Implementation

A centrally sponsored scheme of vocationalisation of secondary education was started with effect from February, 1988. The scheme was taken for implementation in all States and Union Territories except Tripura, Daman and Diu, Dadra and Nagar Haveli and Lakshadweep. At the end of 1991-92, 12,543 vocational sections were approved in 4,400 schools, thereby creating facilities for diversion of about 6.27 lakh students at the +2 stage (@ of 25 students per vocational section in Classes XI and XII) throughout the country. It was thus envisaged to cover 9.3 per cent of the students enrolled at the +2 stage.

MAJOR OBJECTIVES OF CVSE

- to enhance individual employability by providing diversification of educational opportunities;
- to reduce mismatch between demand and supply of skilled manpower, and
- to provide an alternative to higher education.

As a sequel to this, the state of U.P. introduced vocational education programmes in all earnestness. It is being run in 910 institutions including 118 which belong to the newly created state of Uttaranchal. All these institutions are under the centrally sponsored scheme of vocational education. Yearwise description of selected institutions, approved worksheds and allotted trades is provided in Table 4.7.

Table 4.7 : Selected Institutions, Approved Worksheds and Allotted Trades

Phase	Year	No. of Selected Schools	Approved Worksheds	Sanctioned Amount (in Lakh)	Allotted Trades	Amount for Equipment (in Lakh)
First	1988-89	200	800	400	436	400
Second	1989-90	260	1040	520	529	411.95
Third	1991-92	250	500	325	500	354.49
Fourth	1993-94	100	200	150	200	150.00
Fifth	1995-96	100	200	200	200	153.94
Total		**910**	**2740**	**1595**	**2065**	**1469.68**

Source : (i) *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

(ii) *Report of the Directorate of Secondary Education,* February 2001.

It may be seen from Table 4.7 that the number of schools for vocational education programme were selected under five different phases, starting from the year 1988-89. It may be read from the Table that in the first phase during 1988-89, 200 schools were selected wherein 800 worksheds were approved with Rs 400 lakh sanctioned for the purpose. During this phase 436 trades were allotted with a provision for Rs 400 lakh for meeting the expenditure in respect of equipments. In the second phase (1989-90) 260 schools were selected for which 1040 worksheds were approved. The sanctioned amount was Rs 520 lakh. Likewise 529 trades were allotted with Rs 411.95 lakh sanctioned for purchase of equipments.

In the third phase (1991-92), 250 schools were selected with 500 approved worksheds. The amount sanctioned in this regard was Rs 325 lakh. The allotted trades during this period were 500 with the amount sanctioned for purchase of equipments fixed at Rs 354.49 lakh. In the fourth phase (1993-94), only 100 schools were selected with 200 approved worksheds for which Rs 150 lakh were sanctioned. In respect of 200 allotted trades Rs 150 lakh were sanctioned for purchase of equipments during this phase. In the fifth phase (1995-96), 100 schools were selected with 200 approved worksheds for which Rs 200 lakh were sanctioned. The allotted trades were 200 for which purchase of equipments was fixed at Rs 153.94 lakh. For the extension of the scheme an amount of Rs 400 lakh was approved by GOI for the selection of 100 schools during the sixth phase.

It is apparent from the foregoing description that the implementation of the centrally sponsored scheme of vocationalisation in the state has been quite satisfactory. During the six phases in all, 1,010 schools have been selected with Rs 1,995 lakh sanctioned for approved worksheds. Similarly, the total amount for purchase of equipments was Rs 1,469.68 lakh upto fifth phase only.

4.11.3 *Extent of Vocationalisation : Problems and Issues*

It may be observed that even after so many years of implementing the vocational education programme, progress made is very slow. The available data indicate that the target of diverting 25 per cent higher secondary students to vocational stream by 2000, has not yet been achieved. The main problems which have contributed to the slow progress of vocational education are :

- *Enrolment :* There is a general notion that vocational education is a second class activity for second rate channel of education for second class citizens. Hence, the enrolment in vocational education stream gets affected and good students stay away from these courses. In addition to this, the selection procedure of students for vocational education courses is not based on students' vocational aptitudes and interest. There is no uniform pattern of selection prevalent in the state.

- *Curriculum :* Curriculum is not designed in accordance with the needs of the society. The courses do not fulfil local needs also. The state of U.P. has an agrarian structure with about more than 70 per cent of its population residing in villages, but it is quite unfortunate that agricultural trades are not provided in rural schools to that extent. Most of the students offer trades like banking, typewriting, short-hand, photography, dress designing, etc. and new courses could not be introduced as per the demands of the community.

- *Instructional Material:* Proper facilities for instruction are lacking both in terms of quality and quantity. Textbooks and instructional materials are not available in sufficient amount. Also, textbooks are not available in various regional languages. In many trades, there are no prescribed books and, therefore, students face difficulty and depend on class-notes. Thus, lack of adequate learning material is causing a serious problem in the teaching - learning process.

- *Teacher :* There is lack of adequate number of trained and

qualified teachers who may impart vocational education to the students. In fact, full time trained teachers are required, who are well acquainted with the theoretical and practical aspects of the subject content. In the absence of such teachers most of the vocational programmes are being run by guest teachers and they are being paid @ Rs 50/- per lecture. Thus, teachers and instructors engaged in vocational education enjoy relatively low status within the teaching profession. This is one of the main reasons of poor standard of vocational education.

- *Finance :* The grant provided by the State Government is not sufficient to run the courses successfully. A one time grant is sanctioned by the State Government for the construction of workshops, purchase of books and equipments and preparation of material aids etc. But there is no provision of 'maintenance grant' and hence, in many schools various equipments are either out of order or they are not being used lest they might get damaged. In such circumstances, the students do not get an opportunity to undertake the practicals and skill sessions properly which is an important aspect of the course. Thus, they lack skills required for entering into a job or self-employment.

- *On the job training :* The provision for 'on the job training' is quite unsatisfactory. Many of the vocational centres are not yet covered under the Apprenticeship Act. In U.P. only 16 trades are covered under Apprenticeship Act. As such facilities for Apprenticeship training are limited.

- *Research:* The Government of India has emphasised the need of research in the field of vocational and technical education in various Five Year Plans, but it could not be carried out in a proper way. In fact, researches are not planned and conducted keeping in mind the needs of the state.

4.11.4 *Vocational Streams Available with Enrolment Position*

The vocational streams are available in 910 secondary schools of U.P. (including 118 schools of the newly created state of Uttaranchal). These are indicated in Table 4.8

It may be observed from Table 4.8, that in the agriculture group, there are 9 trades while in business and commerce group also there are 9 trades. For the Home Science group there are 8 trades while for Health, Science and Technology there are 2 trades

in each group. In the services and others groups there are 5 trades. Keeping in view, the demographic structures of the state, the number of trades have to be augmented in consonance with the local potentials and resources available or being created in the matrix of the changing occupational and entrepreneurial scenario in various districts of the state.

Table 4.8 : Vocational Streams Available

Group	Trades	Total No. of Trades
Agriculture	Bee Keeping, Seed Production Technology, Fruit Preservation, Dairy Technology, Soil Conservation, Nursery, Sericulture, Crop Protection Technology, Ceramics	09
Business and Commerce	Accountancy and Audit, Banking, Coop-eration, Insurance, Marketing and Salesmanship, Secretarial Practice, Typing, Shorthand Typewriting, Printing	09
Home Science	Baking and Confectionery, Cookery, Dress Designing and Decoration, Washing-Painting, Nursery Teacher Training and Child Management, Food Preservation, Textile Design	08
Health	Multipurpose Health Personnel (male), Artificial Limbs and Organ Technology	02
Science and Technology	Automobile, Radio and TV	02
Service and Others	Library Science, Photography, Metal Craft, Hand Embroidery, Block Printing	05

Source: Beena Shah and P.K. Mishra. *Vocational Education: Status, Issues and Future Perspectives.* Paper presented in a seminar organised by SCERT, U.P., February 26-28, 2001.

The position in respect of enrolment in the vocational stream has been arrived at by taking the number of candidates registered for the intermediate examination of U.P. Board. Table 4.9 depicts the number of students enrolled in the vocational stream in the last six years starting from 1994-95 to 1999-2000.

It may be noted from Table 4.9 that the number of students enrolled in the vocational stream has shown a steady pace of increase showing a jump to 62,625 in the year 1999-2000. Thus, in the year 1994-95, there were 40,000 students enrolled in this

sector while in 1995-96, it slided up a bit raising it to 43,272. Similarly, in 1996-97, it further went up to 50,176 and to 45,000 in 1997-98. The position as it stood in 1998-99, was 49,890 and evinced about one and a quarter-fold increase by 1999-2000, the figure posted at 62,625.

Table 4.9: Year-wise Enrolment of Students

Year	Number of Students Enrolled at +2 Stage
1994-95	40,000
1995-96	43,272
1996-97	50176
1997-98	45000
1998-99	49890
1999-2000	62625

Source : *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000. and Directorate of Secondary Education.

4.11.5 *Curriculum and Syllabi with Weightage to Different Components*

Details of the curriculum and syllabi forming part of the vocational education stream at +2 stage have been indicated in Chapter 6. It may be useful here to point out that the overall plan in providing vocational stream is to divert the sizeable chunk of students to the world of work. The weightage for the subjects prescribed in this stream in terms of marks assigned, periods prescribed per week are reflected in Table 4.10.

Table 4.10 : Subjects Prescribed, Marks Assigned and Periods Prescribed

Sl. No.	Subjects	Marks	Paper	Period (Per Week)	Percentage
1.	Language				
	Hindi	50	01	04	30
	English	50	01	04	30
2.	Foundation Course	50	01	06	
3.	Vocational Trade				
	Theory	400	06	20	70
	Practical	300		12	70

Source: Beena Shah and P.K. Mishra. *Vocational Education: Status, Issues and Future Perspectives.* Paper presented in a Seminar organised by SCERT, U.P., February 26-28, 2001.

It is evident from Table 4.10 that the weightage to theory and practicals as indicated in the syllabi is in the ratio of 4:3 for which there are 400 to 300 marks allotted to theory and practicals respectively. For language 50 marks are for Hindi and 50 marks are for English while for foundation courses again there are 50 marks. The weightage in terms of periods per week is 4 periods for Hindi, 4 periods for English, 6 periods for foundation course, 20 periods for theory course in a trade and 12 periods for practicals. It becomes apparent that the components of practicals in a trade do not get duly stressed in as much as only 12 periods per week are assigned to such sessions.

Recently the curriculum for vocational education at +2 stage in the state has been reviewed and a number of alterations have been carried out. These are briefly discussed in the following paragraphs.

- *New Curricular Entries:* To make the curricula more vocational in nature, it was decided by the GOU.P. to incorporate the components of computer science at the appropriate places in the curricula of 8 commercial trades. In this regard a three-day workshop was organised from October 26 to 28 October 1995, in which subject experts of computer science alongwith the subject experts of 8 commercial trades were invited. The subject experts included the teachers and lecturers of Intermediate and Degree Colleges and Universities. The revised curricula have been approved by Vocational Education Committee and the Council and the same are under process for further action. These eight trades are (i) Accountancy and Audit; (ii) Banking; (iii) Shorthand Typewriting; (iv) Marketing and Salesmanship; (v) Secretarial Practice; (vi) Cooperation; (vii) Typing; and (viii) Insurance.

- *Curricula of 5 Trades Related to Health:* As per the directives of Government 5 new trades related to para-medical field were identified through a workshop organised from 13 to 16 November 1995. A list of essential equipments required for these curricula was also got prepared by the subject experts. The five new trades were (i) Auxiliary Nurse and Midwife; (ii) X-Ray Technicians; (iii) Ophthalmic Technician; (iv) Lab. Technician; (v) Health Care and Beauty Care.

- *Preparation of Manuscript for Teacher Guidelines:* Out of 35 trades, teacher guidelines for 14 trades have already been prepared. By organising workshops during the month of

January and February 1996, the teacher-guidelines for 7 other trades have also been got prepared. These trades are (i) Cookery; (ii) Textile Design; (iii) Seed Technology; (iv) Printing; (v) Typing (vi) Nursery; and (vii) Dairy Technology.

- *Work Related to Pre-vocational Education:* Pre-vocational education courses were introduced in Classes IX and X from the Session 1995-96, in 47 selected secondary schools under centrally sponsored scheme of vocational education. In the light of the above development the Curriculum Research and Evaluation Section of the Board of Secondary Education, U.P. selected 20 trades which are already being taught at the +2 stage. These trades are (i) Textile Design; (ii) Library Science; (iii) Cookery; (iv) Photography; (v) Baking and Confectionery; (vi) Bee Keeping; (vii) Nursery; (viii) Automobile; (ix) Washing-Painting; (x) Dress Designing and Decoration; (xi) Food Preservation; (xii) Accountancy and Audit; (xiii) Shorthand Typewriting; (xiv) Banking; (xv) Typing; (xvi) Fruit Preservation; (xvii) Crop Protection; (xviii) Printing; (xix) Radio and Television; (xx) Weaving Techniques.

- *Inclusion of New Trades in the Curriculum:* At present some new trades like computer education, information technology, electronics etc. have been included in the curriculum at +2 stage by replacing 14 obsolete trades.

4.11.6 Certification Procedures

The candidates for vocational streams are examined by the U.P. Board of Secondary Education for which 400 marks for theory and 300 marks for practical examination are set apart. The certification procedures are the same as in vogue for other streams. However, the practical examinations in various trades are conducted in accordance with the nature and need of a trade. The overall marking is reflected out of 300 in practicals and 400 for theory components. The certificate of having passed the examination is issued by the U.P. Board on the same lines as that for the students in other categories.

4.11.7 Availability of Teaching Faculty

The teaching faculty for vocational courses is mostly of a floating nature. The core faculty is not engaged for obvious reasons of financial stringency. Subject experts are invited for providing training in the trades of vocational education. The Principal of the school has been authorised for this purpose. These guest

experts in a trade are being paid @ Rs 50 per lecture to a maximum of Rs1500/- per month. The payment of the honorarium is made through the Principal.

In the financial year 2000-2001, there is a provision of Rs 570.00 lakh for the honorarium to guest expert. Out of this amount Rs. 285.00 lakh had already been sanctioned and made available to the Regional Joint Director of Education for payment in this Head for the Session 1998-99, and 1999-2000.

Full time teaching posts have not yet been created. The posts of 400 permanent teachers and 400 part time teachers have been created by the Government of India. A proposal in this regard is being transmitted to GOU.P. for necessary approval.

4.11.8 Teaching-learning Material

At the +2 stage the teaching-learning materials are not being prescribed by the State Government. However, the practice is to involve the private sector for providing the necessary course materials in terms of the syllabus. In vocational stream also no such teaching-learning material has been developed at the department level. The necessary packages and instructional materials are identified and developed at the level of each institution in keeping with the local needs and requirements. These materials are selected by the course instructors from the local markets and in terms of their availability.

4.11.9 Composition of Clientele

It may be pointed out at the very outset that full clientele in terms of the socio-economic category— SCs, STs and OBCs and General — boys and girls has not been tapped for want of necessary authentic records. However, it may be observed that 50 to 70 per cent clientele opting for vocational courses comes from middle and below middle socio-economic strata. The clientele from higher socio-economic echelon joins other than the vocational streams owing to the fact, that these courses appear to indicate a greater prestige value.

The composition of the clientele in terms of gender could also not be worked out for want of relevant details from the institutions concerned. In some of the trades, however, boys outnumber the girls whereas in the soft trades, such as Home Science and Services and others the number of girls appears to be having an edge over the boys.

In order to indicate the academic performance of the students

in the vocational stream, we have to rely on the traditional criteria of taking the pass percentage in the U.P. Board's Intermediate. Examination. The statistics available in respect of pass percentage for the last six years of Intermediate Examination are summarised in Table 4.11.

Table 4.11 : Pass Percentage of +2 Students of Vocational Stream

Year	No. of Students Appeared in Board Exam in Class XII	No. of Students Declared Successful	Percentage Result
1994-95	11525	10142	86
1995-96	14907	10855	73
1996-97	18121	14939	91
1997-98	23217	20252	87
1998-99	28028	19531	69
1999-2000	19821	14779	75

Source: *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000 and Directorate of Secondary Education.

It may be readily perceived from Table 4.11 that the pass percentage in the past six years ranged from 69 per cent to 91 per cent. Thus, in the year 1994-95, the pass percentage was 86 per cent and decreased to 73 per cent in 1995-96. It again increased to 91 per cent in 1996-97 and declined to 87 per cent in 1997-98, showing a further downward shift to 69 per cent in 1998-99. In the year 1999-2000, the pass percentage has improved to 75 per cent. In overall terms, therefore, the academic performance of the students enrolled in the vocational stream appears to be quite impressive as compared to their counterparts in other categories.

4.11.10 Linkages

One of the concerns shown in making vocational education programme a success relates to setting up appropriate linkages with industry, employment, trade and self-employment opportunities. This provides the basis for mutually beneficial-symbiotic relationships. The Apprenticeship Act, is an enabling provision to facilitate it. The overall plan is to develop a symbiosis between the school and the industry– organised and unorganised.

In the state of U.P. the vocational education stream could not pick up in its initial stages for want of a firm policy. Over the years it has been now realised that such linkages have to be created by inviting the industries and employment sectors to participate effectively in the policy formulations. Excepting a few areas of entrepreneurial activities where the employment opportunities are available without any effort, lot of planning and coordination will be required to provide viable linkages. Thus, most of the trades relating to agriculture, commerce and business groups of vocational studies may be interlinked with the organisations/institutions doing a remarkable job in their areas.

The apprenticeship facility is another domain of preliminary linkages with on the job and entrepreneurship training. A beginning in this regard has been made by the Apprenticeship Training Board of Kanpur for such students who have passed the vocational courses. There are 16 trades in which such facilities are available. These are as follows:

1. Accountancy and Audit
2. Marketing and Salesmanship
3. Food Preservation
4. Banking
5. Secretarial Practice
6. Shorthand
7. Multipurpose Health Personnel (male)
8. Sericulture
9. Dairy Technology
10. Bee Keeping
11. Plant Protection
12. Textile Design
13. Mechanical Service
14. Cooperation
15. Seed Production Technology
16. Insurance

Through these apprenticeship-training facilities 400 boys and girls have benefited so far. Similar efforts are being made in the other industrial complexes, particularly in the cities of Agra, Firozabad and Bhadoi.

4.11.11 Experience of the Programme and Impact in the State

From what has been described earlier, the experience of the programme in the state of U.P., although not very encouraging *ab initio*, provides mixed reactions from among educational planners and administrators. During 1990s, with the new curriculum and syllabus developed for vocational education at +2 stage, a tremendous impetus has been imparted to the programmes of job-oriented courses. The senior secondary schools are being brought under the network of collaborating

institutions belonging to the world of work. As a result thereof it is hoped that the 35 trades which are prescribed at +2 stage of vocational stream will sooner or later get linked to the local conditions and contextualities. This is bound to raise the quality of vocational education to the extent that the enrolment level will increase. The overall impact so far has been perceptible in terms of the increased interest of planners and educational administrators in designing local need based programmes of vocational education.

4.11.12 Future Perspectives

The future plans for an effective and viable vocational education programme presupposes a lot of reflection on our constraints, conditions and possibilities of resource generation. From this angle following future perspectives seem to emerge:

- *Networking of Trades in Terms of the Local Needs and Resource Characteristics :* This requires identifying the local resources and needs by undertaking surveys/projects with a view to concentrate on a few trades in selected school clusters.

- *Use of Vocational Guidance and Counselling :* This implies launching of the massive programme of guidance for such students who have passed their matriculation.

- *Equipments and Infrastructures :* The vocational education programme has to be strengthened by augmenting the stock of equipments and infrastructures in consonance with the needs of the school.

- *Supply of Teachers:* Instead of depending on part-time teachers, in selected areas of trades a core faculty of teachers/instructors should be recruited on contractual basis.

- *Training of Teachers/Instructors :* A regular programme of pre-service as well as in-service training should be instituted with a view to ensure the supply of quality teachers in adequate strength. The traditional B.Ed. programmes will have to be restructured with the introduction of B.Ed. vocational course components as is being done in one of the state universities through its IASE.

CHAPTER 5

School Infrastructure and Facilities

The chapter is devoted to adumbrating the infrastructure and facilities in respect of the school education sector of the state. It highlights the extent of progress made and the factual situation obtaining in respect of centrally sponsored schemes and the special dispensation about Tenth Finance Commission Awards for creating additional infrastructures. Assistance from funding agencies under the projects, such as UPBEP, DPEP and others has also been indicated.

Provision of adequate schooling infrastructure has been a perpetual problem before the policy makers and planners of education. In most of the states this is linked with the level of general economy and the pace of economic development achieved in service sectors. Education is viewed as an important service sector which ensures development of human capital. It is from this angle that creation of school infrastructure and facilities acquires meaning and importance. In the primary school sector of U.P. lot of effort seems to have been made towards augmenting school infrastructure and facilities. There has been a constant attempt made to enhance the school infrastructure and facilities. In the present chapter the progress in respect of the provision of school buildings, classrooms and availability of essential facilities like drinking water, toilets, library, labs etc. has been examined in some depth on the basis of data available from various secondary sources. In addition to this, the status of implementation of centrally sponsored scheme like Operation Blackboard, Education for All and Finance Commission Award for creating additional infrastructure has also been depicted with the help of available data and information.

5.1 Progress on Provision of School Buildings/Classrooms and Facilities

The U.P. Basic Education Act had envisaged and laid down some norms/criteria for the recognition of new Primary Schools and Junior High Schools (Upper Primary School) for private managements. These were:

- pucca building;
- toilet facilties;
- library;
- laboratory for junior high schools;
- other facilities like tat-patti, blackboard, furniture etc.

The exact number of such schools, recognised under Basic Education Act and run under private managements could not be ascertained but it may be assumed for purposes of arriving at a broad picture in respect of infrastructure that as per their pre-condition for recognition by the department, they have the facilities as specified and required under the stipulated norms referred to earlier.

5.1.1 Primary Schools

For Parishadiya Primary Schools provisions were made to charge Re 1.00 p.a. from each student which was further amended to charge the same tri-monthly and now on monthly basis under *Vidyalaya Vikas Anudan* (School Development Fund) for the maintenance of school building and extending other facilities like toilet, furniture, tat-patti etc. This fund is handled under the joint operation of Head Master and Gram Pradhan in rural areas and Head Master and a Government employee (working or retired) nominated by Education Superintendent in an urban area.

It is reported that during the VII Five Year Plan (1985-90), there were 18,857 Primary Schools which did not have a building. This number was increased further to 22,783 between 1989-90, to 1997-98. From the number of schools falling under this category during the period, however, in 20,617 primary schools, the required buildings could be constructed. Despite this, there were 2,166 Primary Schools which did not have a building. During the VII Five Year Plan the target was to renovate/construct 9,653 buildings. During the VIII Five Year Plan the target was to renovate 6,049 schools.

Table 5.1 provides status data culled from the *Sixth All India Educational Survey* (1993) for the state of U.P. in this regard.

Table 5.1 : Status Data of Sixth All India Educational Survey by NCERT, 1993 for the State of U.P.

Sl. No.	Infrastructure	Primary Schools	Upper Primary Schools
1.	Number of schools	86539	19114
2.	*Pucca* building	77681	14905
3.	Partly *pucca* building	4503	2051
4.	*Kuchcha* building	1290	260
5.	Thatched huts	635	006
6.	Tents	26	1563
7.	Open space	2404	-
8.	Drinking water	48044	13305
9.	Urinal	21871	10342
10.	Separate urinal for girls	9670	7010
11.	Lavatory	15044	7072
12.	Separate lavatory for girls	7221	4747

Source: *Selected Statistics of AIES*, 1993.

Table 5.1 reveals that the U.P. state had an aggregate of 86,593 primary schools out of which 77,681 schools had the *pucca* buildings which comes to 89.76 per cent. This was quite higher than that of the national percentage, i.e., 83.73 per cent. The position in this regard was also much better than that of Maharashtra (70.08 per cent), Madhya Pradesh (57.15 per cent), Kerala (78.25 per cent). In the two states of Punjab (91.41 per cent) and Haryana (92.73 per cent) however, the situation was found to be better than that of the state of U.P. This may be attributed to the fact that these states were having fewer numbers of Primary Schools. Similarly, the partly *pucca* buildings were found in 4,503 Primary Schools (5.20 per cent), quite less than the national percentage of 18.66 per cent. The number of Primary Schools which were run under thatched hut was 635 (73 per cent) while those, under tents were 26 (0.73 per cent). As compared to the national figure of 3.2 per cent and 3.66 per cent these were found to be very low in terms of their demographic and geographic characteristics.

In the reports as published in *Karya Purti Digdarkshika*

(1998-99), it is revealed that out of 76,934 Parshadiya Primary Schools, none has been shown to be without a building.

In so far as drinking water facility is concerned it may be adduced from the *Sixth All India Educational Survey* report that as on 30 September 1993, out of 86,539 primary schools in the state, 48,044 (55.42 per cent) primary schools had such facility. As compared to the national percentage of 44.23 this is much higher.

Similarly, it may be observed that 21,871 primary schools had the urinal facilities, i.e., 25.27 per cent as compared to national percentage (18.93 per cent). The states like Haryana (56.30 per cent), Punjab (52.49 per cent) and Kerala (81.38 per cent) had the higher percentage in this regard but the state like Madhya Pradesh and Maharashtra had lower percentages of 18.36 and 24.52 respectively when compared to that of U.P. It may be stated that not much attention appears to have been given to provide separate urinals for girls and the state of U.P. had only 9,670 primary schools with such facility, i.e., 11.17 per cent which is, however, higher than national percentage of 8.66.

The report also reveals that 15,044 primary schools had the lavatory facilities, i.e., 17.38 per cent which is higher than that of M.P. (9.31 per cent), Maharashtra (12.46 per cent), Andhra Pradesh (6.1 per cent), Haryana (15.77 per cent), Karnataka (3.31 per cent) and also than that of national percentage, i.e., 10.86 per cent. Separate lavatories were provided in 7,221 primary schools (8.34 per cent) in U.P. which is higher than the national percentage (5.12 per cent) and also to the states of Andhra Pradesh (9.27 per cent), Karnataka (1.77 per cent), Madhya Pradesh (4.56 per cent), Maharashtra (7.54 per cent).

5.1.2 Upper Primary Schools

The proposal for the VIII Five Year Plan, presented for elementary education, reflected 2,710 upper primary schools without any building while in the VII Five Year Plan 1,468 such schools were targeted to be renovated/constructed. The number of schools to be actually brought under this category was expected to be 1,552. In VIII Five Year Plan (1990-95), 100 such schools were targeted to be renovated. During the years between 1994-95 to 1997-98, 643 upper primary schools were identified as building less, out of which 229 such schools have been renovated, leaving only 414 upper primary schools as building less by the end of 1997-98.

In terms of the *Sixth All India Educational Survey* 14,905 upper primary schools in U.P. (77.9 per cent) had the *pucca* building structure out 19,914 upper primary schools against the national figure of 68.53 per cent. The situation in this regard as obtainable for the state of U.P. has an edge over Maharashtra (86.30 per cent), Andhra Pradesh (73.25 per cent). But, it is lower than that for states of Karnataka (86.3 per cent), Haryana (95.87 per cent), Gujarat (91.5 per cent), Punjab (90.43 per cent) and Kerala (75.2 per cent). Number of partly *pucca* buildings in upper primary schools was 2051 (10.73 per cent) as against national 20.77 per cent and Maharashtra 46.5 per cent. Only 260 upper primary schools were running under thatched huts and 6 in tents. Thus, only 8.17 per cent upper primary schools had no building while at national level only 1.82 per cent upper primary schools were running without buildings. But, subsequently between 1995-96 and 1999-2000, 1,160 dilapidated or building less schools had been renovated or constructed out of 1,346 upper primary schools. During this period the total number of upper primary schools increased to 21,678 the newly opened ones were having buildings, toilet hand-pumps and boundary walls as per norms.

A further look at the survey report shows that drinking water facility was provided in 13,305 upper primary schools which comes out to be 69.61 per cent as compared to national percentage of 63.47. Similarly, urinal facilities were provided in 10,342 (54.11 per cent) upper primary schools which is higher than that of Andhra 32.91 per cent, Karnataka 29.97 per cent, Maharashtra 51.82 per cent, Madhya Pradesh 52.66 per cent and to the national percentage 48.44 but less than that of the states of Haryana (88.22 per cent) Kerala (92.63 per cent) and Punjab (88.76 per cent). Similar condition seems to prevail in respect of the provisions of separate urinals for girls. In U.P., 7,010 upper primary schools (36.67 per cent) had this facility which was higher as compared to the national percentage of 31.59. The facilities in category of lavatories were made available in 7,072 upper primary schools (36.77 per cent) which figure is higher as compared to national percentage of 31.54. Separate lavatory facilities were provided in 4,747 upper primary schools (24.84 per cent) which is again higher as compared to 17.17 per cent at national level.

5.2 Present Status

After the NCERT's *All India Educational Survey* in 1993, there has been considerable improvement in the development in respect of infrastructural facilities of Parishadiya Primary Schools. As per the survey report in the state of U.P., there were 4,355 primary schools which were running in *Kuchcha* buildings, thatched huts, in tents or without any building. GOU.P. had sanctioned for the construction or renovation in 2,757 schools. Additionally, under DPEP in 3,627 schools and under BEP in 7,006 schools needful constructions/renovations have been carried out.

Table 5.2 summarises information in respect of development of infrastructure under U.P.BEP and DPEP II for the period up to 31 January 2000.

Table 5.2 : Development of Infrastructure under BEP and DPEP II (Upto 31.1.2000)

Sl.No.	Name of District under DPEP II	New Primary School	Build. Const. P.S.	Addl. Classroom	Toilet	Hand Pump
1.	Maharajganj	209	334	399	825	303
2.	Siddharthnagar	222	315	428	636	489
3.	Gonda	166	353	261	1008	438
4.	Badaun	147	257	129	1193	671
5.	L.Kheri	168	213	400	1316	330
6.	Lalitpur	108	130	281	600	261
7.	Pilibhit.	167	239	300	893	386
8.	Basti	150	283	227	622	260
9.	Moradabad	138	198	248	794	572
10.	Shahjahanpur	192	208	245	1258	448
11.	Sonbhadra	187	224	232	800	334
12.	Deoria	124	206	483	525	422
13.	Bareilly	120	231	407	735	286
14.	Firozabad	136	180	169	782	222
15.	Barabanki	–	45	141	320	200
16.	Rampur	–	30	80	100	50
17.	Behraich	–	12	30	50	50
18.	Shravasti	–	8	20	–	–
	Total	**2384**	**3742**	**4744**	**13208**	**6574**

Sl.No.	Name of District under UPBEP	New Primary School	Build. Const. P.S.	Addl. Classroom	Toilet	Hand Pump
1.	Varanasi	349	637	.1666	702	210
2.	Bhadoi	96	238	730	161	73
3.	Gorakhpur	531	811	1026	658	176
4.	Allahabad	598	1062	3296	1616	315
5.	Banda	328	800	653	1104	329
6.	Etawah	415	886	235	923	385
7.	Sitapur	611	840	754	1307	269
8.	Aligarh	418	509	430	841	214
9.	Saharanpur	243	376	892	714	131
10.	Pauri	173	435	381	1260	207
11.	Nainital	183	238	193	511	78
12.	Us Nagar	37	174	165	405	75
	Total	**3982**	**7006**	**10111**	**10201**	**2162**

Source: *Shiksha Ki Pragati,* Directorate of Education, U.P., 1999-2000.

Through U.P.BEP, an endeavour was made to improve this situation. This project had identified the need of 10,510 additional classrooms out of which 10,111 such rooms had been built till 31 January 2000. Similarly, under DPPE II 4,744 such additional rooms have been got constructed till 31 January 2000 in Parishadiya Primary Schools.

It is further apparent from the report that out of 19,114 upper primary schools, 2,158 were running under *Kachcha* buildings, thatched huts or tents or without buildings. During 1993-94, 14,427 Senior Basic Schools (upper primary schools) were functioning. Rest 4,687 schools which were recognised schools were run under private managements. Between 1994-95 to 1997-98, 2,325 new Parishadiya upper primary schools were opened with availability of buildings and other facilities like water, toilets etc. Between this period 643 upper primary schools were without any buildings or dilapidated buildings. The percentage of upper primary schools with building was increased to 90.95 per cent. Under BEP 2,162 upper primary schools buildings were constructed till 31.1.2000 against the newly opened 1,771 upper primary schools, thus further reducing the number of buildingless upper primary schools, i.e., approximately 252.

5.2.1 Hand Pumps in Primary and Upper Primary Schools

It is reported that 1,17,485 primary schools and upper primary schools were running in 1988-89, under U.P. Basic Shiksha Parishad in which 1,041,82 schools were in the plains of U.P. while rest 13,303 schools were in Uttrakhand. State Government of U.P.EFA had made all its exercise to provide drinking water facilities to every primary and upper primary schools but because of limited resources it could provide facility to only 69,062 primary schools and upper primary schools.

In the plains India Mark-II hand pump are provided. Working agencies are U.P. Jal Nigam and U.P. State Agro Limited. In the Hill areas, special attention and provision is to be made for drinking water facility to primary schools and upper primary schools.

According to the reports collected in 1998-99, Mathura, Pilibhit, Ghaziabad, Sonbhadra, Sant Ravidas Nagar, Mau, Lalitpur, Mahoba, Hamirpur, Maharajganj were saturated with this facility. It was found very poor in Hathras (11 per cent), Kaushambi (5.09 per cent), Varanasi (34.9 per cent), Chitrakoot (0.20 per cent), Barabanki (38.93 per cent) and needs special attention.

A proposal has been sent for consideration under Rajiv Gandhi Drinking Water Mission of EFA.

5.2.2 Toilet Facilities in Primary and Upper Primary Schools

State Government and U.P.EFA project could provide toilet facilities to 40,061 primary schools and upper primary schools out of 1,17,485 Parishadiya Vidyalaya of U.P. state in 1998-99. 77,424 primary schools and upper primary schools were waiting to have this facility. Kaushambi is the district having 550 primary schools / upper primary schools but having no school with such facility. Most districts like Agra (13.5 per cent), Etawah (11.20 per cent), Mainpuri (16 per cent), Bulandshahar (13 per cent), Ghaziabad (19 per cent), Saharanpur (19.45 per cent), Fatehpur (14 per cent), Pratapgarh (13.75 per cent), Azamgarh (15 per cent), Jaunpur (11.71 per cent), Shrawasti (2.43 per cent), Faizabad (11 per cent), Sitapur (9.7 per cent) , Lucknow (3.5 per cent) etc. have this facility with the percentage as shown in bracket. The situation in this regard is very disappointing and needs special attention.

5.2.3 Secondary Schools

Necessary conditions are laid down under the U.P. Intermediate Act for the recognition of the schools to be run under private management. Under this provision they are required to have *pucca* buildings, proper sanitation facilities, furniture, laboratory and libraries. Government of U.P. also provided funds to such schools for additional classrooms, furniture and for maintenance and for library development. In this context it also funded the schools to construct and develop the laboratories after the introduction of Science as a subject in the High School examination. For the extension of education for girls in backward areas the U.P. Government had proposed funding to the secondary schools to provide furniture, science equipments and libraries. Between 1987 to 1992 available records reveal that the construction of common rooms for girls in 277 co-educational secondary schools has been carried out.

Government of U.P. had equipped trade labs for 20 trades in 400 schools under state sponsored vocational education scheme and 810 schools under centrally sponsored vocational education schemes.

Table 5.3: Buildingless Government High Schools/ Intermediate Colleges in State of U.P.

Regions	High School			Intermediate			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
Meerut	1	4	5	–	–	–	5
Agra	2	6	8	–	2	2	10
Saharanpur	1	1	2	–	–	–	2
Moradabad	3	6	9	–	2	2	11
Bareilly	2	5	7	–	1	1	8
Lucknow	9	19	28	2	2	4	32
Faizabad	–	8	-	–	2	2	10
Devi Patan	4	5	9	–	–	–	9
Gorakhpur	–	4	4	–	–	–	4
Basti	–	2	2	–	2	2	4
Azamgarh	–	6		–	–	–	6
Varanasi	–	5	5	1	1	2	7
Mirzapur	–	1	1	–	–	–	1
Allahabad	1	11	12	1	1	2	14
Kanpur	1	5	6	–	–	–	6
Jhansi	4	3	7	–	1	1	8
Chitrakoot	2	8	70	4	0	4	14
Total	**30**	**99**	**129**	**8**	**14**	**22**	**151**

Source: Directorate of Secondary Education, U.P.

Data for the buildingless secondary schools run under private management whether aided or non-aided or under local bodies in the states are not available. But the number of buildingless schools (High Schools/Intermediate, girls/boys) is 151 as recently reported in which 90 Government Girls High Schools and 12 Government Girls Intermediate Colleges are included. Lucknow region has the highest number of buildingless schools.

5.3 Availability of Essential Facilities: Existing Position

The position in respect of availability of essential facilities like drinking water, toilets, library, lab etc. has been arrived at through various sources such as *Basic Shiksha Ke Mahatwapurna Aankarey, 1998, Shiksha Ki Pragati* and data available from Directorate of Basic Education and from State Project Office. Table 5.4 summarizes the existing position in this regard as on 30.1.2000 for availability of drinking water and toilets in the primary schools of U.P.

Table 5.4: Summary of the Existing Positions as on 30.1.2000 for Availability of Drinking Water and Toilets in the Primary Schools of U.P.

Sl. No.	District/ Region	Progress from 1989-90 to 1996-97	Under BEP + DPEP	Under DPEP and BEP New Const. of PS Bldgs.	Total	Under BEP + DPEP	New Schools of GOU.P. Between 1994-95 to 1997-98
1.	Meerut	612			612		82
2.	Baghpat						
3.	Bulandshahar	612			612		209
4.	Ghaziabad	612			612		118
5.	Gautam B.Nagar						
	Meerut Region				**1836**		
6.	Agra	688			688		202
7.	Mainpuri	688			688		
8.	Etah	688			688		591
9.	Mathura	688			688		118
10.	Aligarh		416	418	834	841	
11.	Hathras						1
12.	Firozabad	369	222	136	727	782	82
	Agra Region				**4313**		
13.	Bareilly	368	286	120	771	735	78
14.	Badaun	368	671	147	1186	1193	59

15.	Pilibhit	368	356	167	923	893	75
16.	Shahjahanpur	368	443	18	993	1258	167
	Bareilly Region				**3873**		
17.	Allahabad		872	598	1470	872	
18.	Kaushambi						
19.	Fatehpur	661			661		323
20.	Pratapgarh	661			661		211
	Allahabad Region				**2792**		
21.	Varanasi		218	349	567	702	
22.	Chandauli						
23.	Ghazipur	766			766		296
24.	Jaunpur	612			612		461
	Varanasi Region	9129	3514	1953	1945		
25.	Mirzapur	767			767		241
26.	Sonbhadra	368	334	187	899	800	112
27.	Bhadoi	368	96	78	542	161	46
	Mirzapur Region	1503	430	265	22028		
28.	Lucknow	717			717		105
29.	Sitapur		735	611	1346	1307	
30.	L. Kheri	368	330	168	816	1316	122
31.	Hardoi	368	422	158	948		186
32.	Unnao	768			768		218
33.	Raebareili	768			768		241
	Lucknow Region			4113	5408		
34.	Gorakhpur		280	531	811	658	
35.	Deoria	368	652	124	1144	525	178
36.	Kushinagar	614			614		359
37.	Maharajganj	368	303	209	880	825	143
	Gorakhpur Region				**3449**		
38.	Basti	368	260	150	778	622	242
39.	Sant Kabir Nagar	368			368		
40.	Siddharthnagar		489	222	711	636	162
	Basti Region				**1857**		
41.	Jhansi	616			616		62
42.	Jalaun	618			618		130
43.	Lalitpur	305	261	108	674	600	35
44.	Banda		526	328	854	1104	
45.	Chat. Shahuji Nagar						
46.	Mahoba	619			619	50	
47.	Hamirpur	618			618	45	
	Jhansi Region	9354	4688	2874	3999		
48.	Faizabad	616			616		214

49.	Ambedkarnagar	395			395		182
50.	Barabanki	368	200		568	320	215
51.	Sultanpur	617			617	46	467+12
52.	Gonda	368	438	166	972	1008	208
53.	Behraich	368	50+50		418	50	534+4
	Faizabad Region				**3586**		
54.	Moradabad	368	572	130	1070	794	303
55.	Jyotiba Phuleynagar						
56.	Rampur	368	50	•	418	100	228
57.	Bijnor	921			921		398
	Moradabad Region				**2429**		
58.	Kanpur Nagar	677			677		63
59.	Kanpur Dehat	617			617		328
60.	Farrukhabad	617			617		306
61.	Kannauj						
62.	Etawah		393	415	808	923	
63.	Auraiya						
	Kanpur Region				**2719**		
64.	Azamgarh	613			613	436	436
65.	Mau	613			613		223
66.	Ballia	613			613		261
	Azamgarh Region				**1839**		
67.	Saharanpur		466	243	709		
68.	Haridwar	530			530		86
69.	Muzaffarnagar	612			612		107
	Saharanpur Region	9281			**1851**	**714**	
	Grand Total	**27741**	**10371**	**6574**	**81884**	**10371**	**11550**

Source: (i) *Basic Shiksha Ke Mahatwapurna Ankarey* — 1998, Directorate of Basic Education, U.P.

(ii) *Shiksha Ki Pragati*, Directorate of Education, U.P, Different Years.

Drinking water facility was made available under Tenth Finance Commission Award to 27,741 primary schools and under DPEP II and BEP 6,574 and 3,983 primary schools received the water facility respectively till 31.1.2000 in addition to 6,574 new primary schools having all these facilities already provided, under BEP and DPEP till 31.1.2000. Thus, a total number of 81,884 primary schools (including 45,416 new ones) had the facility of drinking water out of 96,764 Parishadiya Primary Schools as on 31.1.2000. This works out to be 84.62 per cent.

Table 5.5 depicts the position in respect of installation of Handpumps and construction of toilets for girls under Tenth Finance Commission Award.

Table 5.5: Progress on Installation of Handpumps and Construction of Toilets in Girls Upper Primary Schools Under Tenth Finance Commission.

Year	Construction of New Girls U.P.S.	Installation of Hand-pumps in New Girls U.P.S.	Installation of Hand-pumps	Total Number of Hand-pumps	Toilet Constructed in New Girls U.P.S.	Construction of Toilet	Total Number of Toilets
1995-96	—	—	200	200	—	668	668
1996-97	249	249	245	494	249	836	1085
1997-98	235	235	297	532	235	896	1131
1998-99	234	234	—	234	234	—	234
Total	**718**	**718**	**742**	**1460**	**718**	**2400**	**3118**

Source: *Basic Shiksha Ke Mahatwapurna Aankarey,* Directorate of Basic Education, U.P. 1998.

It is evident from Table 5.5 that between 1995-96 to 1998-99, a total number of installations of Handpumps in girls upper primary schools increased to 1,460 and that of total number of toilets in girls upper primary schools to 3,118.

Taking the data from secondary sources, such as the various reports compiled with the SPO, the Directorate of Basic Education and Shiksha Ki Pragati etc. The position which emerges in respect of Handpumps and toilets in upper primary schools is depicted in Table 5.6.

12,286 Parishadiya upper primary schools had the drinking water facilities, i.e., 85.15 per cent and 5,891 Parishadiya upper primary schools had the toilet facilities, i.e., 40.83 per cent since 1994-95, 718 new girls upper primary schools have been started under Tenth Finance Commission Award with installation of 1,460 Handpumps and 3,118 toilets in girls upper primary schools. Government of U.P. had started 2,325 new upper primary schools during 1994-95 to 1997-98, and BEP had also provided 1,771 new upper primary schools with the construction or renovation of 2,162 upper primary schools building in the state. As per record of the *Shiksha Ki Pragati ,* 1999-2000, the total number of upper primary schools in the state is 21,678 .

Out of these 21,678 upper primary schools, it may be stated that 7,916 more upper primary schools had the water and toilet facility, i.e., on 31.1.2000, 21,221 upper primary schools had the water facility which comes to 97.89 per cent and toilet facility to 13,807 upper primary schools which comes to 63.69 per cent .

Table 5.6: Construction of New Primary Schools/Upper Primary Schools and Toilets and Installation of Handpumps

Sl. No.	Year	Handpumps Installed	Toilet Constructed	New P.S. Building Constructed	New U.P.S. Building Constructed
1.	1994-95	10744	8000	—	423
2.	1995-96	3561	—	—	238
3.	1996-97	1753	—	—	531
4.	1997-98	6514	—	—	1113
5.	Under BEP upto 31.1.2000	—	—	3982 7000 10982	1771 2162 3933
6.	Under DPEP upto 31.1.2000	—	—	2324 6046 3722	
	Total	**22572**	**8000**	**17028**	**6258**

Source: i. *Shiksha Ki Pragati,* Directorate of Education, U.P.
ii. *Basic Shiksha Ke Mahatwapurna Aankarey,* Directorate of Basic Education, U.P. 1998.

The position which finally emerges from the perusal of table, in this regard may be summarily indicated as follows:

1. Number of Handpumps in the upper primary schools has become 21,221 on 31.1.2001 which comes to 97.89 per cent.
2. The number of upper primary schools having toilet facilities has become 13,807 which comes to 63.69 per cent.

5.4 Centrally Sponsored Schemes

5.4.1 Operation Blackboard

There were 895 development blocks in U.P. in 1984-85. The Government of India accorded sanctions in three successive years for the supply of teaching-learning materials under the Operation Blackboard Scheme. Table 5.7 shows the coverage of schools under Operation Blackboard Scheme.

Table 5.7 : Schools Covered Under Operation Blackboard

Year	Number of Development Blocks	Number of Primary School	Amount Sanctioned (Rs in Thousand)
1987-88	227	18924	151587
1988-89	372	26633	186657
1989-90	246	19831	157378
Total	**895**	**65388**	**495622**

Source: Directorate of Basic Education, Uttar Pradesh.

Under this programme 65,388 primary schools in rural areas were covered. About 37 items were supplied to ensure minimum teaching-learning materials in a school.

There were 7,224 single-teacher primary schools in the state in 1986-87. The Government of India provided financial assistance to the state to provide a second teacher in every single teacher primary school. Accordingly, 7,224 teachers were appointed by the year 1989-90.

Another important component of the scheme is the construction of school buildings. Table 5.8 shows the details of school buildings constructed between 1987-88 and 1989-90.

Table 5.8: Number of School Buildings Constructed Under OB Schemes

Year	Number of Buildingless/ Dilapidated Schools	Number of School Buildings Constructed·
1987-88	2311	2042
1988-89	4249	3620
1989-90	4590	4590
1990-91	NA	898
Total	**11150**	**11150**

Source: Directorate of Basic Education, Uttar Pradesh.

The centrally sponsored O.B. Scheme has been revised since 1996-97. Under this scheme, one additional teacher's salary will be provided by Government of India for schools having enrolment of more than 100 students. Government of India expects that

the State Government contribute one additional classroom and necessary toilet facilities. Accordingly, during 1997-98, 11,800 schools were identified and provision of Rs 59 crore for 11,800 classrooms @ Rs 0.50 lakh per room and Rs 11.80 crore for 11,800 toilets @ Rs 0.10 lakh was proposed.

The coverage Operation Blackboard Scheme has been extended to Upper Primary Schools by Government of India which will provide funds for procurement of teaching-learning material and salary of two female teachers. The State Government is expected to provide additional classrooms. 1,770 such schools had been identified and Rs 17.70 crores for construction of two classrooms @ Rs 1 lakh per school and Rs 5.31 crore for providing 1,770 Handpumps @ Rs 0.20 lakh per Handpump and 1,770 toilets @ 0.10 per toilet have been proposed.

5.5 Creating Additional Infrastructure

Tenth Finance Commission has recommended for uplifting of standards of schools and providing awards for creating additional infrastructure viz. drinking water, toilet for girls and additional classrooms etc. in the state of U.P. The position arising from these awards has been summarised in Table 5.9.

As is apparent from the data at a glance, in 1996-97, 249 upper primary schools in 1997-98, 235 upper primary schools and in 1998-99, 238 upper primary schools buildings were sanctioned totaling 722. Similar was the position in respect of the number for boundary wall and toilet facilities. Each year provisions were made for Handpumps, 249 in 1996-97, 249 in 1997-98 and 234 in 1998-99.

Districtwise position is also reflected from the data contained in Table 5.10 in respect of Tenth Finance Commission Award. It may be indicated that the awards have been regulated and assigned to various regions by taking a number of factors into consideration, such as the prior coverage of the region through U.P.BEP and DPEP and the actual needs assessed at the district level of the concerned region.

Under the Tenth Finance Commission Award, 27,741 Handpumps were sanctioned for the Parishadiya Primary Schools as shown in the Table 5.11.

Table 5.9: Construction of School Buildings/ Toilets/ Boundary Walls in Girls Upper Primary Schools as Per Recommendation of Tenth Finance Commission

S. No.	Year	Building Construction			Toilet Construction			Setting up of Handpumps			Boundary Walls		
		Sanctioned	Constructed	Rest	Sanctioned	Constructed	Rest	Sanctioned	Set up	Rest	Sanctioned	Constructed	Rest
	1	2	3	4	5	6	7	8	9	10	11	12	13
1.	1996-97	249	193	56	249	-	249	249	141	108	249	-	249
2.	1997-98	235	16	219	235	-	235	249	-	249	235	-	235
3.	1998-99	234	-	-	234	234	-	234	-	-	234	-	-
	Total	718	209	275	718	-	484	732	141	357	718	-	484

Source: *Basic Shiksha Ke Mahatwapurna Aankarey, Directorate of Basic Education, Uttar Pradesh, August, 1998.*

Table 5.10: Tenth Finance Commission Award for the Construction of New Girls Schools/Toilets/Boundary Walls and Setting up of Handpumps

Sl. No.	Region/ District	Progress of Building Construction						Toilets Construction						Handpumps						Boundary Walls					
		96-97		97-98		98-99		96-97		97-98		98-99		96-97		97-98		98-99		96-97		97-98		98-99	
		S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1.	Meerut	2	2	2	-	2	-	2	-	2	-	2	-	2	2	2	-	2	-	2	-	2	-	2	-
2.	Bulandshar	4	4	4	-	4	-	4	-	4	-	4	-	4	4	4	-	4	-	4	-	4	-	4	-
3.	Ghaziabad	2	-	2	-	2	-	2	-	2	-	2	-	2	2	2	-	2	-	2	-	2	-	2	-
4.	GB Nagar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	Baghpat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**8**	**6**	**8**	-	**8**	-	**8**	-	**8**	-	**8**	-	**8**	**8**	**8**	-	**8**	-	**8**	-	**8**	-	**8**	-
6.	Saharan P.	4	2	4	-	4	-	4	-	4	-	4	-	4	3	4	-	4	-	4	-	4	-	4	-
7.	Muzaffar N.	2	1	4	-	4	-	4	-	4	-	4	-	2	1	4	-	4	-	4	-	4	-	4	-
8.	Hardwar	4	3	2	-	2	-	4	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-
	Total	**10**	**6**	**10**	-	**10**	-	**10**	-	**10**	-	**10**	-	**10**	**8**	**10**	-	**10**	-	**10**	-	**10**	-	**10**	-
9.	Aligarh	4	4	4	-	4	-	4	-	4	-	4	-	3	3	4	-	4	-	3	-	4	-	4	-
10.	Etah	5	4	5	1	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-	5	-
11.	Mainpuri	2	2	2	2	2	-	2	-	2	-	2	-	2	2	5	-	2	-	2	-	2	-	2	-
12.	Mathura	5	5-4	5	-	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-	5	-
13.	Firozabad	4	4	4	-	4	-	4	-	4	-	4	-	4	4	4	-	4	-	4	-	4	-	4	-
14.	M. Mnagar	1	1	-	-	-	-	1	-	-	-	-	-	1	1	-	-	-	-	1	-	-	-	-	-
	Total	**22**	**18**	**22**	-	**22**	-	**22**	-	**22**	-	**22**	-	**22**	**20**	**22**	-	**22**	-	**22**	-	**22**	-	**22**	-
15.	Bareilly	5	5	5	1	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-	5	-
16.	Badaun	5	5	5	2	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-	5	-
17.	Shahjahan P.	5	5	5	1	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-
18.	Pilibhit	5	5	5	-	5	-	5	-	5	-	5	-	5	3	5	-	5	-	5	-	5	-	5	-
	Total	**20**	**20**	**20**	**4**	**20**	-	**20**	-	**20**	-	**20**	-	**20**	**13**	**20**	-	**20**	-	**20**	-	**20**	-	**20**	-
19.	Allahabad	4	2	4	-	4	-	4	-	4	-	4	-	4	3	4	-	4	-	4	-	4	-	4	-

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
20.	Fateh	2	2	2	2	2	-	2	-	2	-	2	-	2	2	2	-	2	-	2	-	2	-	2	-
21.	Pratapgarh	5	5	5	-	5	-	5	-	5	-	5	-	5	1	5	-	5	-	5	-	5	-	5	-
22.	Kaushambi	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**11**	**9**	**11**	**2**	**11**	-	**11**	-	**11**	-	**11**	-	**11**	**6**	**11**	-	**11**	-	**11**	-	**11**	-	**11**	-
23.	Varanasi	2	1	4	1	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-
24.	Ghazipur	4	4	4	2	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-
25.	Jaunpur	5	5	5	1	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-
26.	Chandauli	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**13**	**11**	**13**	-	**13**	-	**13**	-	**13**	-	**13**	-	**13**	-	**13**	-	**13**	-	**13**	-	**13**	-	**13**	-
27.	Mirzapur	5	5	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-
28.	Sonbhadra	5	5	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-
29.	Bhadohi	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-
	Total	**14**	**10**	**14**	-	**14**	-	**14**	-	**14**	-	**14**	-	**14**	-	**14**	-	**14**	-	**14**	-	**14**	-	**14**	-
30.	Lucknow	2	2	2	1	2	-	2	-	2	-	2	-	2	1	2	-	2	-	2	-	2	-	2	-
31.	Raebareli	5	5	5	2	5	-	5	-	5	-	5	-	5	4	5	-	5	-	5	-	5	-	5	-
32.	Hardoi	5	4	5	1	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-	5	-
33.	Unnao	4	4	4	-	4	-	4	-	4	-	4	-	4	3	4	-	4	-	4	-	4	-	4	-
34.	L. Kheri	5	3	5	-	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-	5	-
35.	Sitapur	4	3	4	-	4	-	4	-	4	-	4	-	4	2	4	-	4	-	4	-	4	-	4	-
	Total	**25**	**21**	**25**	**5**	**25**	-	**25**	-	**25**	-	**25**	-	**25**	**20**	**25**	-	**25**	-	**25**	-	**25**	-	**25**	-
36.	Gorakhpur	4	4	4	-	4	-	4	-	4	-	4	-	4	1	4	-	4	-	4	-	4	-	4	-
37.	Kushinagar	4	4	4	-	4	-	4	-	4	-	4	-	4	4	4	-	4	-	4	-	4	-	4	-
38.	Deoria	5	5	5	1	5	-	5	-	5	-	5	-	5	3	5	-	5	-	5	-	5	-	5	-
39.	Mahrajganj	5	5	4	1	5	-	5	-	4	-	5	-	5	8	4	-	5	-	5	-	4	-	5	-
	Total	**18**	**17**	**17**	**2**	**18**	-	**18**	-	**17**	-	**18**	-	**18**	**8**	**17**	-	**18**	-	**18**	-	**17**	-	**18**	-
40.	Basti	5	4	5	-	5	-	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-
41.	Siddharth N.	5	5	5	3	5	-	5	-	5	-	5	-	5	-	5	5	5	-	5	-	5	-	5	-
42.	Kabirnagar	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**10**	**9**	**10**	**4**	**10**	-	**10**	-	**10**	-	**10**	-	**10**	-	**10**	**10**	**10**	-	**10**	-	**10**	-	**10**	-

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
43.	Azamgarh	5	5	5	–	5	–	5	–	5	–	5	–	5	5	5	–	5	–	5	–	5	–	5	–
44.	Mau	4	4	5	–	5	–	4	–	5	–	5	–	4	4	5	–	5	–	4	–	5	–	5	–
45.	Ballia	4	3	4	–	5	–	4	–	4	–	5	–	4	3	4	–	5	–	4	–	4	–	5	–
	Total	**13**	**12**	**14**	–	**15**	–	**13**	–	**14**	–	**15**	–	**13**	**12**	**14**	–	**15**	–	**13**	–	**14**	–	**15**	–
46.	Faizabad	5	1	4	–	5	–	4	–	4	–	5	–	4	–	5	–	5	–	4	–	5	–	5	–
47.	Sultanpur	4	4	5	–	5	–	5	–	5	–	5	–	5	5	5	–	5	–	5	–	5	–	5	–
48.	Barabanki	5	4	5	–	5	–	5	–	5	–	5	–	5	5	5	–	5	–	5	–	5	–	5	–
49.	Ambedkar	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Total	**14**	**9**	**14**	–	**15**	–	**14**	–	**14**	–	**15**	–	**14**	**10**	**14**	–	**15**	–	**14**	–	**14**	–	**15**	–
50.	Gonda	1	1	5	–	5	–	1	–	5	–	5	–	1	1	5	–	5	–	1	–	5	–	5	–
51.	Behraich	3	3	5	–	5	–	3	–	5	–	5	–	3	3	5	–	5	–	3	–	5	–	5	–
52.	Balrampur	4	4	–	–	–	–	4	–	–	–	–	–	4	4	–	–	–	–	4	–	–	–	–	–
53.	Shravasti	2	2	–	–	–	–	2	–	–	–	–	–	2	2	–	–	–	–	2	–	–	–	–	–
	Total	**10**	**10**	**10**	–	**10**	–	**10**	–	**10**	–	**10**	–	**10**	**10**	**10**	–	**10**	–	**10**	–	**10**	–	**10**	–
54.	Jhansi	2	2	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–
55.	Lalitpur	5	5	5	–	5	–	5	–	5	–	5	–	5	–	5	–	5	–	5	–	5	–	5	–
56.	Jalaun	2	2	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–
	Total	**9**	**9**	**9**	–	**9**	–	**9**	–	**9**	–	**9**	–	**9**	–	**9**	–	**9**	–	**9**	–	**9**	–	**9**	–
57.	Banda	4	–	4	–	4	–	4	–	4	–	4	–	4	–	4	–	4	–	4	–	4	–	4	–
58.	Hamirpur	5	5	5	–	5	–	5	–	5	–	5	5	5	5	5	5	5	–	5	–	5	–	5	–
59.	Mahoba	2	2	2	–	2	–	2	–	2	–	2	–	2	–	2	3	2	–	2	–	2	–	2	–
60.	Shahuji	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Total	**11**	**5**	**11**	**11**	**11**	–	**11**	–	**11**	–	**11**	–	**11**	–	**11**	**13**	**11**	–	**11**	–	**11**	–	**11**	–
61.	Moradabad	5	5	5	–	5	–	5	–	5	–	5	–	5	–	5	5	5	–	5	–	5	–	5	–
62.	Rampur	5	5	5	–	5	–	5	–	5	–	5	5	5	–	5	5	5	–	5	–	5	–	5	–
63.	Bijnor	5	5	4	–	5	–	5	–	5	–	4	–	5	–	5	3	4	–	5	–	4	–	5	–
64.	Jyotiba	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Total	**15**	**15**	**15**	–	**15**	–	**15**	–	**15**	–	**14**	**5**	**15**	–	**15**	**13**	**14**	–	**15**	–	**14**	–	**15**	–
65.	Kanpur	2	2	2	–	2	–	2	–	2	–	2	–	2	1	2	–	2	–	2	–	2	–	2	–
66.	Kanpur D.	2	1	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
67.	Farrukha B.	2	2	2	-	2	-	2	-	2	-	2	-	2	2	2	-	2	-	2	-	2	-	2	-
68.	Etawah	2	2	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-
69.	Auraiya	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-
70.	Kannauj	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-
	Total	**8**	**4**	**8**	-	**8**	-	**8**	-	**8**	-	**8**	-	**8**	**3**	**8**	-	**8**	-	**8**	-	**8**	-	**8**	-
71.	Nainital	2	2	1	-	-	-	2	-	1	-	-	-	2	-	2	-	-	-	2	-	1	-	-	-
72.	Usnagar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
73.	Almora	2	2	1	-	-	-	2	-	1	-	-	-	2	-	2	-	-	-	2	-	1	-	-	-
74.	Pithoragarh	2	1	1	-	-	-	2	-	1	-	-	-	2	-	2	-	-	-	2	-	1	-	-	-
75.	Bageshwa	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
76.	Champaw	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**6**	**5**	**3**	-	-	-	**6**	-	**3**	-	-	-	**6**	-	**6**	-	-	-	**6**	-	**3**	-	-	-
77.	Pauri	2	-	1	-	-	-	2	-	1	-	-	-	2	-	2	-	-	-	2	-	1	-	-	-
78.	Tehari	4	-	-	-	-	-	4	-	-	-	-	-	4	-	4	-	-	-	4	-	-	-	-	-
79.	Uttrakashi	2	-	-	-	-	-	2	-	-	-	-	-	2	-	2	-	-	-	2	-	-	-	-	-
80.	Chamoli	2	-	-	-	-	-	2	-	-	-	-	-	2	-	2	-	-	-	2	-	-	-	-	-
81.	Dehradoon	2	-	-	-	-	-	2	-	-	-	-	-	2	-	2	-	-	-	2	-	-	-	-	-
82.	Rudraprya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**12**	-	**1**	-	-	-	**12**	-	**1**	-	-	-	**12**	-	**12**	-	-	-	**12**	-	**1**	-	-	-
	Grand Total	249	193	235	16	234	-	249	-	235	-	234	-	249	141	249	-	234	-	249	-	235	-	234	-

Table 5.11: Setting Up of Handpumps in Primary Schools Under Tenth Finance Commission.

Sl. No.	Year	Setting Up of Handpumps		
		Sanctioned	Set up	Rest
1.	1996-97	7398	6628	770
2.	1997-98	9245	1579	7666
3.	1998-99	11098	—	—
	Total	**27741**	**8207**	**8436**

Source: *Basic Shiksha Ke Mahatwapurna Aankarey*, Directorate of Basic Education, Uttar Pradesh, August 1998.

It is very clear from Table 5.11 that during 1996-97, a total 7,398 Handpumps were sanctioned for the primary schools which in 1997-98 increased to 9,245 and in 1998-99 to 11,098.

Table 5.12 indicates the progress of setting up of Handpumps in Parishadiya Primary Schools under Tenth Finance Commission Award.

Table 5.12: Progress of Setting Up of Handpumps in Parishadiya Primary Schools under Tenth Finance Commission Award

Sl. No.	Region / District	Handpumps 1996-97		1997-98		1998-99	
		Sanctioned	Set Up	Sanctioned	Set Up	Sanctioned	Set Up
1.	Meerut	206	206	184	66	222	-
2.	Bulandshahar	206	206	184	142	222	-
3.	Ghaziabad	206	200	184	41	222	-
4.	Gautam Buddhanagar	-	-	-	-	-	-
5.	Baghpat	-	-	-	-	-	-
	Total	**618**	**612**	**552**	**249**	**666**	-
6.	Saharanpur	-	-	-	-	-	
7.	Muzaffar Nagar	206	206	184	-	222	-
8.	Haridwar	206	124	184	-	222	-
	Total	**412**	**330**	**368**	-	**444**	-
9.	Agra	256	256	210	-	222	-
10.	Aligarh	-	-	-	-	-	-
11.	Etawah	256	256	210	·164	222	-
12.	Mainpuri	256	228	210	-	222	-
13.	Mathura	256	255	210	134	222	-

14.	Firozabad	-	-	147	89	222	-
15.	Mahamayanagar	-	-	-	-	-	-
	Total	**768**	**739**	**777**	**387**	**1110**	-
16.	Bareilly	-	-	146	-	222	-
17.	Badaun	-	-	146	-	222	-
18.	Shahjahanpur	-	-	146	-	222	-
19.	Pilibhit	-	-	146	10	222	-
	Total	-	-	**584**	**10**	**888**	-
20.	Allahabad	-	-	-	-	-	-
21.	Fatehpur	206	206	184	103	221	-
22.	Pratapgarh	206	180	184	138	221	-
23.	Kaushambi	-	-	-	-	-	-
	Total	**412**	**386**	**368**	**241**	**442**	-
24.	Varanasi	-	-	-	-	-	-
25.	Ghazipur	309	281	235	-	222	-
26.	Jaunpur	206	205	184	-	222	-
27.	Chandauli	-	-	-	-	-	-
	Total	**515**	**486**	**419**	-	**444**	-
28.	Mirzapur	309	223	236	-	222	-
29.	Sonbhadra	-	-	146	-	222	-
30.	Bhadoi	-	-	146	-	222	-
	Total	**309**	**223**	**528**	-	**666**	-
31.	Lucknow	276	276	219	58	222	-
32.	Raibareili	310	310	236	70	222	-
33.	Hardoi	-	-	146	-	222	-
34.	Unnao	310	310	236	10	222	-
35.	Lakhimpur Kheri	-	-	146	-	222	-
36.	Sitapur	-	-	-	-	-	-
	Total	**896**	**896**	**983**	**138**	**1110**	-
37.	Gorakhpur	-	-	-	-	-	-
38.	Kushinagar	207	207	185	104	222	-
39.	Deoria	-	-	146	-	222	-
40.	Maharajganj	-	-	146	-	222	-
	Total	**207**	**207**	**477**	**104**	**666**	-
41.	Basti	-	-	146	10	222	-
42.	Siddharthnagar	-	-	146	27	222	-
43.	Kabirnagar	-	-	-	-	-	-
	Total	-	-	**292**	**37**	**444**	-
44.	Azamgarh	206	206	185	148	222	-

45.	Mau	206	206	185	17	222	-
46.	Ballia	206	196	185	-	222	-
	Total	**618**	**608**	**552**	**165**	**666**	-
47.	Faizabad	206	206	188	-	222	
48.	Sultanpur	206	206	189	-	222	
49.	Barabanki	-	-	146		222	
50.	Ambedkar Nagar	206	206	189	-	-	-
	Total	**618**	**618**	**712**	-	**666**	
51.	Gonda	-	-	146		222	-
52.	Bahraich	-	-	146	-	222	-
53.	Balrampur	-	-	-	-	-	-
54.	Sharavasti	-	-	-	-	-	-
	Total	-	-	**292**	-	**444**	-
55.	Jhansi	175	116	219	-	222	-
56.	Lalitpur	37	-	46	-	222	-
57.	Jalaun	178	36	221	-	222	-
58.	Banda	-	-	-	-	-	-
59.	Hamirpur	175	80	219	-	222	-
60.	Mahoba	175	35	220	-	222	-
61.	S.Mahrajnagar	-	-	-	-	-	-
	Total	**740**	**267**	**925**	-	**1110**	-
62.	Moradabad	-	-	-	-	222	-
63.	Rampur	-	-	-	-	222	-
64.	Bijnor	412	382	287	-	222	-
65.	Jyotibaphule Nagar	-	-	-	-	-	-
	Total	**412**	**382**	**287**		**666**	-
66.	Kanpur Nagar	206	206	249	9	222	-
67.	Kanpur Dehat	206	206	189	50	222	-
68.	Farrukhabad	206	206	189	189	222	-
69.	Etawah	-	-	-	-	-	-
70.	Auraiya	-	-	-	-	-	-
71.	Kannauj	-	-	-	-	-	-
	Total	**618**	**618**	**627**	**248**	**666**	-
	Grand Total	**7788**	**6780**	**9731**	**1579**	**11764**	-

Source: *Basic Shiksha Ke Mahatwapurna Aankarey.* Directorate of Basic Education, Uttar Pradesh, August, 1998.

The data in Table 5.12 reveal that though the Agra region was most benefited with this award having a total of 3,120 in these years but the most benefited districts were Raebareili and Unnao with 768 Handpums in each district, Mirzapur with 767 and Ghazipur with 766 Handpumps

5.6 Assistance from Funding Agencies

5.6.1 *The U.P. Basic Education Project (U.P.BEP)*

The U.P. Basic Education Project (funded from IDA Credit) became operational in October, 1993 for 7 years in 10 districts namely Varanasi, Gorakhpur, Allahabad, Banda, Etawah, Sitapur, Aligarh, Saharanpur, Pauri and Nainital of the state. Subsequently, another 7 districts namely Udham Singh Nagar, Bhadohi, Hathras, Chitrakoot, Kaushambi, Auraiya and Chandauli were added to the scope of the project coverage on account of re-organisation of existing districts. The goal of the BEP was universal enrolment, completion of basic education (Class 1 to 8) and improvement of its quality. The total cost of the project was US $ 193 million (Rs 728.78 crore).

Broadly, the project objectives were defined as (i) Building Institutional Capacity to plan, manage and evaluate a basic education development programme; (ii) Improving quality and completion of elementary education; and (iii) Improving access to basic education in project districts.

The first stage of project implementation focussed on putting in place essential infrastructure and launching the civil works programme. At the outset, a decision was taken that the civil works under the project should be completed within the first few years so that the subsequent period could be completely devoted to quality aspects of project implementation. The next level of activity taken up was teacher education and development of instructional materials.

Mid-term Review of the U.P.BEP was conducted by a World Bank Mission in December, 1996. The Mission commended the progress of project implementation. While acknowledging that the project was well on course to achieving its objectives, the Mission recognised that in order to meet the demand for quality education that had been created in project districts, it would be necessary to support further interventions. Accordingly, a proposal for extension of the project, in terms of provision of further infrastructure and more intensive pedagogy inputs was

undertaken and emerged as U.P.BEP-II. This project was designed to complement the first U.P.BEP by assisting the Government of U.P. to cope with unanticipated surge registered in the enrolment in the first three years of implementation of U.P.BEP-I and BEP-II which became operational in September, 1997 for 3 years with estimated cost of Rs 266.6 crores. U.P.BEP-I and II have been completed as per agreement with the World Bank in the year 2000.

5.6.2 *District Primary Education Programme (DPEP)*

The District Primary Education Programme-II in 15 districts namely Bareilly, Siddarthnagar, Gonda, Badaun, Lakhimpur Kheri, Pilibhit, Basti, Maharajganj, Moradabad, Lalitpur, Sonbhadra, Shahjahanpur, Deoria, Hardoi, Firozabad, Balrampur, Sant Kabir Nagar and Jyotibaphule Nagar of Uttar Pradesh was sanctioned in September, 1997, and will continue upto December 2002. The total project outlay is Rs 567.55 crore. As per the sharing pattern of DPEP as a centrally sponsored scheme, the Government of India bears 85 per cent of the project cost and 15 per cent share is met by the Government of Uttar Pradesh. Main programme interventions include (i) Expanding Access; (ii) Promoting Retention; (iii) Quality Improvement; (iv) Capacity Building; (v) Planning, Research, and Evaluation; and (vi) Supervision and Monitoring of programme implementation at state and district levels. The project was expanded in 4 additional districts — Rampur, Barabanki, Bahraich and Shravasti in July, 1999. Thus, DPEP-II now covers 22 educationally backward districts.

DPEP-III : Taken together, U.P.BEP and DPEP-II covered a total of 39 districts. Out of remaining 44 districts of the state 38 districts had female literacy below national average and were found eligible for DPEP. Thus, it was decided to cover the remaining 38 district under DPEP-III.

The U.P.DPEP-III was launched in 38 additional districts namely Agra, Azamgarh, Bageshwar, Ballia, Bijnor, Bulandshahar, Etah, Faizabad, Ambedkar Nagar, Furrukhabad, Kannauj, Fatehpur, Gazipur, Ghaziabad, Gautam Budh Nagar, Hamirpur, Mahoba, Haridwar, Jalaun, Jaunpur, Jhansi, Kanpur (Dehat), Kushinagar, Mainpuri, Mathura, Mau, Meerut, Baghpat, Mirzapur, Muzaffar Nagar, Pithoragarh, Champawat, Pratapgarh, Rae Bareili, Sultanpur, Tehri Garhwal, Unnao, Uttar Kashi of

the state from 1st April, 2000 for five years. The strategies and various processes developed under DPEP-II have been replicated for 38 districts under DPEP-III.

5.7 Task Ahead

Under the new National Curriculum Framework for School Education prepared by the NCERT much emphasis is being given on improving the quality of educational opportunity, components of environmental education with value and skill-based education and IT education. As such the facilities have to be augmented and the school infrastructure has to be considerably reinforced. The following are some of the areas which need special attention in respect of physical infrastructural inputs during the period of next five years.

- Girls common rooms in upper primary schools with separate urinals and lavoratories for girls.
- Laboratory for conducting skill-based training programme in each upper primary school.
- Laboratory and electric supply for effective running of computer education programmes in each upper primary school.
- Boundary wall to each primary school and upper primary school and launching a state wide movement for heavy plantation in the school campus on priority basis. NGO should also be invited for the purpose.
- Gram Panchayats Development Programmes have to be linked with village educational development programme. At least 15 per cent revenue of the Gram Panchayat should be set apart and utilised for the programme to develop attractive infrastructure in the school under *Sarva Siksha Abhiyan,* not only for 100 per cent enrolment but also 100 per cent retention and passouts with desired standards of quality of learning.

CHAPTER 6

Developments in School Curricula

The main thrust of the chapter is centred on indicating the developments in school curricula, attempts made at reforming the school curricula within the state and the system of curriculum planning and curriculum renewal. In addition to mentioning the stage specific features of the curriculum renewal, it also provides the necessary details in respect of the dynamics of preparation, production and supply of textbooks in the state.

It may be observed at the very outset that developments in school curricula are the direct offshoot of the global concerns for equity, excellence and relevance in the last five-decade or so. It is now generally recognised that in response to the fast pace of changes taking place in the society in order to ensure qualitative improvement, reforming of school curricula becomes imperative. A meaningful and relevant curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners. The curriculum has to be a tool for a kind of education that would fight against inequity and be sensitive to the emotional, cultural, social and economic needs of the learners.

6.1 Attempts to Reform the School Curricula within the State

Viewed in this framework it would be easier to understand the raison d'etre underlying the attempts at reforming school curricula in the recent past. The most significant development worth recording in this regard is the professionalisation of curriculum development, syllabus design and the preparation of instructional materials including textbooks and their evaluation. The NCERT at the national level and the SCERT at the state

level have assumed the role of a nodal agency in matters pertaining to school education. In the state of U.P., following the establishment of the SCERT at Lucknow a visible structure has been created to provide technical support to the State Government and its various constituents within the state to the formulation of curriculum and the preparation of textbooks for primary and upper primary levels of schools. For the secondary and senior secondary level education, these functions are bestowed upon the "U.P. Board of High School and Intermediate Education", a statutory body.

The first important move for the restructuring of school education in the state became manifest after the publication of *The Curriculum for the Ten Year School —A Framework in 1975* and *Higher Secondary Education and its Vocationalisation in 1976* by the NCERT. Taking a cue from this national level curriculum framework, an impetus to the teaching of environmental studies, Science and Mathematics as part of the general education curriculum from the primary level was given. As such for popularising Science among school children, the teaching of Science underwent a complete reorientation in the school curriculum of the state and a drive was launched for development of activity based teaching-learning material at various levels.

Within the state of U.P. a second move got accentuated through the document. *The National Curriculum for Elementary and Secondary Education: A Framework* brought out by the NCERT in 1988, in response to the major thrust and recommendations underlined by the National Policy on Education —1986 and the Programme of Action (August, 1986). The Department of Education of the state through its technical wing the SCERT took several measures to reorient the school curricula by incorporating the socio-cultural, political and economic considerations as well as pedagogical concerns. The textbooks at all the levels of school education were got prepared by a team of experts drawn from the schools, experienced teachers, teacher educators and other specialists known for their contributions in the specified field.

With the setting up of the State Project Office at Lucknow in 1993, and the launch of DPEP-I and U.P.BEP immediately thereafter, the focus on curriculum development became much more prominent in so far as the primary and upper primary stage of education was concerned. A series of seminars and workshops

were conducted with a view to thrash out the specific issues of social and national relevance having a direct bearing on our commitment to equity and constitutional mandates. Some of these issues related to child labour, women empowerment, environmental hazards, and the special groups of children– their educational needs and rehabilitation. The endeavour was to fully assimilate and accommodate the spirit underlying the National Curriculum Framework of 1988, and the revised Policy on Education of 1992. In evolving the state level school curriculum the stress was also laid on adopting continuous and comprehensive evaluation as well as utilization of media and educational technology. For the latter, a state level autonomous unit devoted to promoting and strengthening the use of media at school level was set up in the year by restructuring the then prevalent Educational Technology (ET) Cell.

A third major attempt in reforming school level curriculum has been made right at the point of time when the *National Curriculum Framework* proposal was released by the NCERT for an in-depth and comprehensive debate during the year 1999-2000. Needless to mention that most of the concerns reflected in this document were well anticipated by the State Department of Education and in order to meaningfully adopt the principles and guidelines enunciated at the national level, the SCERT with the help of SPO as also the U.P. Board of Secondary Education has been pursuing the targets fixed for suitably updating the curriculum. The new curriculum for primary and upper primary level education has been enforced from the session 1999-2000, and effort is afoot to ensure effective and efficacious implementation by mobilising the orientation and training programmes at various levels including the DIETs, the BRCs and the CRCs in respect of elementary education.

Some of the special thrusts underlying these endeavours– the latest one coinciding with the appearance of the *National Curriculum Framework for School Education* (November, 2000) may be indicated as follows:

- the primary and upper primary level school curriculum has now been designed by emphasising the unitary character of school education;
- an effort is being made to further link it up with secondary level curriculum and later with the higher secondary level curriculum with a view to infuse a sense of unity in educational ladder;

- the central issues of social cohesion, secularism and national integration as reaffirmed in the new framework have been duly stressed;
- the common core components, CCE, the elements of freedom and flexibility, a fresh look to certain issues like those pertaining to the MLL, value education, the use of information and communication technology and the management and accountability of the system have been assigned high priority in the approach to curriculum renewal;
- the curriculum from primary to upper primary and secondary stages is designed as a harmonious whole with a provision for diversification at higher secondary (+2) stage;
- there is a perceptible slant towards activity orientation and student involvement;
- the scheme of evaluation reflects a concern for recording the status of students' development and progress in respect of both cognitive and non-cognitive domains of behaviour so as to focus on personality development as the goal of education;
- the moral, cultural and national concerns are adequately stressed at appropriate stages suiting to the psychological characteristics and pedagogic needs of students.
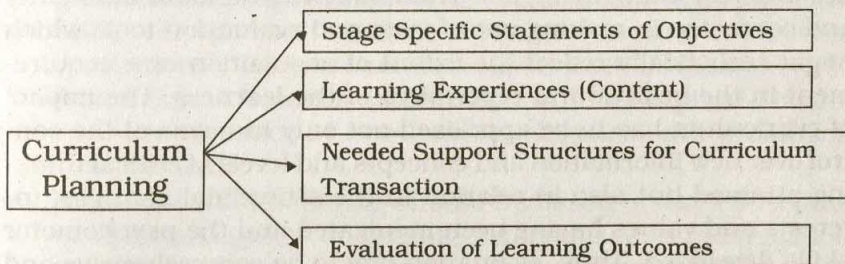
6.2 System of Curriculum Planning and Curriculum Renewal

Planning of curriculum when viewed in specific terms implies four tasks. These are: (i) defining the range of learning experiences and the learning outcomes considered appropriate at a particular age and stage; (ii) specifying the strategies which might ensure the behavioural changes and cognitive processes congruent with the defined goals or outcomes; (iii) indicating the support system and needed inputs to render the processes of learning effective and efficient; and (iv) identifying and deciding the objective specific evaluation tools. Needless to mention that in all the four levels of school education viz., pre school, primary (1-5), elementary school (6-8), secondary school (9-10) and higher secondary school (11-12) the objectives have to be delineated in very specific terms. These objectives are in the form of statements which indicate the postulated learning outcomes — cognitive, affective and psychomotor. After the finalisation of these statements of objectives, one has to go in for an elaborate and comprehensive search of learning experiences which may be

regarded as congruent with the goal or vision statements. The system of curriculum planning remains incomplete or partial till the needed support structure is hinted and evaluation and measurement techniques are clearly indicated and set forth.

An effective plan of curricular package, thus, comprises a very careful and long drawn exercise on all the four ingredients referred to earlier. These ingredients when viewed in a dynamic relationship constitute a system of curriculum planning which is depicted in below:

	Stage Specific Statements of Objectives
	Learning Experiences (Content)
Curriculum Planning	Needed Support Structures for Curriculum Transaction
	Evaluation of Learning Outcomes

The first ingredient implies the formulation of stage specific statements of objectives for the curricular package as a whole and also in terms of specific subjects/programmes/courses of studies to be prescribed. The experienced teachers, the stakeholders– the parents, the leaders of the community, the policy makers and the educational experts having a background in the pedagogy of the particular level of schooling constitute a team for a meaningful output in this regard.

The second ingredient consists of spelling out the specific content which is in accord with the objectives of education decided for a particular subject at a particular grade level. This content has to be stipulated in terms of various units which may be defined as logically coherent sets of learning experiences capable of introducing suitable changes in behaviour and cognitive and non-cognitive processes of the educand.

The third ingredient is concerned with the creation of a viable support system. This includes the various instrumentalities, such as the use of relevant Educational Technology (ET) comprising the audio-visual aids, infrastructural inputs, techniques, equipments and gadgets, the textbooks and other Teaching-Learning Material (TLM) found to be helpful in enriching the basis of interaction and learner-oriented activities. In the present

millenium when information technology and communication's network are fast emerging as the effective potentials for providing a viable educational arrangement, it will be in order if their role is properly visualised and indicated in the curricular package itself. This is likely to bring about a desired level of realism and effectiveness in the transaction of the curriculum so as to ensure the achievement of objectives/intents stipulated at a particular level of school education.

Evaluation of learning outcomes in a valid and reliable manner is a very challenging job. There may exist a lot of ambiguity and confusion in making use of tests and evaluation tools which might realistically reflect the extent of acquisition or a acquirement in the behavioural repertoires of the learners. The impact of curriculum has to be appraised not only in terms of the control over new information and concepts and levels of critical thinking attained but also in relation to the attitudinal changes, interests and values having been inculcated and the psychomotor skills developed. Thus, evaluation has to be comprehensive and not confined to the acquisitions in the cognitive domains only. The purpose of evaluation is well served when it becomes continuous and is directed at reflecting both process as well as product oriented results of teaching and learning.

6.3 Curriculum Planning

In the modern contexts the system of curriculum planning has to be governed by certain basic principles. These may be indicated as follows:

- As pointed out in the document *National Curriculum Framework for School Education* (November, 2000) the system of curriculum development should be viewed as a total process in which different components such, as formulation of a curriculum policy, curriculum research, curriculum planning, its implementation and then its evaluation play an important role.

- A meaningful curriculum plan provides considerable scope for flexibility so as to make room for inclusion of elements relating to local conditions and realities derived from such contexts.

- The curriculum transaction should encourage the adoption of *Culture Specific Pedagogies* which requires that the extant cultural practices of the target groups of learning should be

reflected through activities, such as story telling, dramatics, puppetry, folk play, community living, community singing and dances etc. These should become a prominent basis of pedagogy. In organising instructions, these should be stressed specially in view of the pluralistic nature of the Indian society. Thus, the foundations of pedagogies for the tribal, rural, urban and other ethnic groups and communities should adequately assimilate the cultural concerns.

- Since the slant in educational paradigm is shifting from providing of mere cognitive skills (the traditional 3 rs) to strengthening inter-personal and intra-personal aspects of personal development, the curriculum design should be characterised by a balance between information and conceptual components, nurturance of emotional intelligence, and promotion of social skills.

- The curriculum planning should be based on the concept of *multiple intelligence* enhancing personalisation of education by relating the learner's total life to the learning in the classroom and providing the right kind of exposure and experiences.

6.4 Curriculum Renewal at the School Level in U.P.

The Department of Education, U.P. has been alive to these curricular concerns and the oft-cited modern principles underlying development of state specific curricula and syllabi. There is manifest now a concern for evolving an integrated curricular for the school education commencing from Class I to Class XII. The effort is being made to design a composite curricula for elementary education from Class I to Class VIII with provision for terminal tests at Class V and Class VIII levels. The new curricula have been developed and enforced from the current academic sessions treating the educational structure from Class I and Class VIII as one unit. This would hopefully render the process of extending the possibility of *free and compulsory schooling* upto Class VIII a relatively less difficult proposition than it has been so far.

In attempting such a renewal, the endeavour has been to encourage a participatory approach at the level of setting up course objectives, identifying course contents (learning experiences) and transacting of curricula in the actual classroom reality contexts. As such a task force comprising that of the practising school teachers, experienced educational functionaries,

leaders of the community, students and other educationally in-
clined public representatives was constituted for the purpose.
This task force had several sittings and deliberated at length
about the vision of school education in the 21st century. Through
active participation in four workshops organised at the State
Institute of Education which is required to function as the De-
partment of Primary Education of the SCERT, the two docu-
ments pertaining to the primary (Classes I to V) and upper pri-
mary (Classes VI to VIII) school stage curricula have been pro-
duced. These have been now approved by the *U.P. Basic Educa-
tion Parishad.* The strategy employed in developing them con-
sisted of an empirical try out from selected groups of school teach-
ers of primary and upper primary stage.

6.5   Curriculum Renewal

The pedagogic characteristics and other distinct features of the
curricula so developed by the state may be outlined as follows:

- There is an attempt to ensure a hierarchical rise as well as
  needed depth in the content and concept coverage from Class
  I to Class V and Class VI to Class VIII considering them as
  one distinct unit of the elementary education.

- In Class I to Class III most of the contents are organised in
  the form of activities, experiences, habit formation, promo-
  tion of basic life skills, attitudes, interests and environment
  interactive learning processes.

- A paradigm shift from teacher-centred modes of activities to
  learner-centred preoccupations is indicated in all the sub-
  jects prescribed for the formal and non-formal schooling
  within the state.

- In the first five years of schooling, the curricular packages
  lay emphasis on development of language and communica-
  tion skills, numeracy skills and environmental studies fo-
  cussed on the promotion of sound habits, awareness of the
  surroundings and inculcation of necessary attitudes and skills
  for proper use of environment.

- In the upper primary stage (Classes VI to VIII), there is a
  clear cut stress on developing concepts, life skills, social and
  national values through teaching of Languages, Mathemat-
  ics, Social Studies and Natural Science derived relevant con-
  tents for the pre-adolescent groups. Here the emphasis is on
  learning of key concepts cutting across all the disciplines of

Science and making the students aware of some of the local and global concerns.

- In the secondary stage (Classes IX to X), the accent is on adopting an integrated approach leading to the development of personality, scientific attitudes and skills. As such focus has been placed on understanding of concepts and applications.
- In the higher secondary stage curriculum, diversification and flexibility are the main characteristics. An endeavour has been made to achieve a judicious mix of foundation courses and specialised elective courses.
- At the primary and upper primary stage, the curriculum prescribes a scheme of continuous and comprehensive evaluation with a view to responding to the students' learning needs usually identified in terms of their personality development. This scheme has been given a trialling in all the schools of one block in each of the three districts of the state selected for the purpose. A complete package has been prepared by the Bureau of Psychology– a Technical Wing of the SCERT in order to bring continuity in evaluation through periodic assessment of learning. On the basis of this evaluation areas of difficulty will be diagnosed and remedial teaching on the specific deficiencies so discovered will be provided. This package also incorporates assessment of personality attributes including attitudes, habits and value formation in the learners. Such assessments are to be done periodically and are to be reflected on cumulative record cards prepared for the purpose. It is also being contemplated to introduce and extend this scheme further to the secondary and higher secondary levels of education in the light of the feedback obtained from its implementation at the primary and upper primary stages.
- In the high and higher secondary examinations being organised by the U.P. Board, considerable weightage has been assigned to objective type and short answer type questions. This has been done with a view to enhance the content validity of these examinations and also to improve their reliability and credibility. The model question papers in this regard are displayed and published through popular dailies both in Hindi and English medium. The intended purpose is to ensure transparency in the process of evaluation.
- A policy of updating of curriculum every three to five years is being pursued vigorously so that the fast developing body of

new knowledge, technology, and social concerns may be accommodated and given a fresh look and orientation. At the primary and upper primary stages the latest exercise was undertaken in the year 1999 and 2000, respectively.

6.6   Stage Specific Present Curriculum in the State

It will be in fitness of things to highlight the specific features of the extant curriculum-renewal plan in terms of the three distinct stages—the elementary, secondary and higher secondary under the new educational structure of 10+2 being followed in the state.

6.6.1   Elementary Stage

The curriculum for this level consists of primary stage (Classes I to V) and upper primary stage (Classes VI to VIII). It may be pointed out that the *National Curriculum Framework —2000* circulated by NCERT is being followed in totality with a few minor changes in view of the local needs and conditions of the state. The main elements of the curriculum enforced from the academic session 2000-2001, may be summarily indicated as follows:

- curriculum plan sets forth a blue print and an overall design reflected in the monthly layout of the activities and programmes of teaching with 220 effective days in a year.
- the structure of the curriculum with five ingredients firmly indicated in it comprises of the *specific objectives* in operational (behavioural) terms for each unit, the *content* (learning experiences) to be dealt with, the *method* of transactions incorporating the activities, procedures, techniques and teaching aids to be employed, the needed *teacher support* in terms of infrastructural and additional academic inputs and the required *evaluation* procedures and tests considered to be appropriate for the concerned unit/units. Thus, the entire curriculum package is self-contained and provides considerable help to the teachers, supervisors and administrators at the district, block and cluster levels to ensure its effective and efficient implementation on the one hand and to own and accept responsibility and accountability to the parents and stakeholders on the other.

The specific curriculum prescribed at this stage in terms of contents are indicated in Table 6.1.

Table 6.1: Curriculum Frame for Classes I to V Alongwith the Weightage Pattern

Subject	Time Weightage in Periods		Max. Marks with Evaluation Pattern		Passing Marks
	Class 1–Class 2	Class 3–Class 5	Class 1–Class 2	Total Marks	
Language	9	9	50	50	17
Mathematics	6	8	50	50	17
Social Studies	6	4	Oral	50	17
Science	–	4	Oral	50	17
Work Experience	5	5	Grading	25	08
Arts and Music	3	4	Grading	25	08
Physical Education Exercises and Yogasan, Scouting/Guidance	5	5	Grading	50	08
Moral Education	1	2	Grading	25	17
Environmental Education	1	1	Grading	25	08
Sanskrit	–	3	Grading	50	08
English	–	3	Grading	50	17
Total	**36**	**48**	**100**	**450**	**142**

Source: *Curriculum of Primary Education*, Directorate of Education, UP, 1999.

It may be observed from Table 6.1 that the ratio of content and skill based curricular content is roughly about 50:50 at primary stage and it is 60:40 at upper primary stage in addition to the stress laid on activity and experience centred transactions during the school and classroom exposures.

6.6.2 Curriculum Frame for Classes VI to VIII Alongwith Evaluation Pattern

In the new curriculum the following subjects have been prescribed from Classes VI to VIII.

SUBJECTS IN FRAME

1. *Prescribed Languages:* Hindi, English, Sanskrit, Urdu, Punjabi, Bengali, Gujarati, Marathi, Kannad, Assamia, Uriya, Kashmiri, Malyalam, Tamil, Telugu, Arbi, Persian (the languges mentioned in the Constitution as regional languages).

2. Maths, Science, History/Civics, Geography, Drawing, Music, Commerce, Agricultural Science, Sheep and Goat Husbandry, Hen and Bee Keeping, Forest Industry, Fruit Preservation,

Horticulture, Wood Craft, Spinning and Weaving, Book Craft, Metal Craft, Leather Craft, Sewing and Allied Arts, Home Craft, Physical Education, Exercises and Yogasan, Scouting/Guiding, Moral Education, Environmental Studies.

The above subjects have been prescribed as per the framework reflecting the weightage of time and evaluation pattern shown in Table 6.2.

Table 6.2 :Curriculum Frame for Classes VI-VIII with Time Weightage and Evaluation Pattern

Subjects	Time Weightage in Terms of Per Week	Maximum Marks	Passing Marks
Hindi and Compulsory Sanskrit, General Hindi	7	100	33
English	5	50	17
Third Language – one of the pattern languages	3	50	17
Mathematics	7	100	33
Science	5	100	33
Social Subjects– History, Geography and Civics	5	100	33
Optional Subjects– one from Art/Music/Commerce	3	50	17
Basic Crafts and Allied Arts – one of the basic crafts **Note** – one question from allied arts will be compulsory, Psychomotor (Conantive) Aspects (Activity Based Practical)	3	50	17
Socially Useful and Productive Work (S.U.P.W.) Practical from Basic Craft	3	50	17
Physical Education, Exercises and Yogasan, Scouting and Guiding	5	50	17
Moral Education	1	25	08
Environmental Education	1	25	08

Source : *Curriculum of Basic Shiksha Parishad, U.P., 2000.*

6.6.3 *Secondary Level (High School)*

In the light of the new education structure a new curriculum framework was adopted and introduced in 1998 for secondary level education in which the following scheme of studies was prescribed by the Board of High School and Intermediate

Education of U.P. The new curriculum consisted of seven compulsory subjects

1. Hindi or Elementary Hindi for those candidates who are exempted otherwise.
2. Indian Language (Gujarati, Urdu, Punjabi, Bengali, Marathi, Assamia, Uriya, Kashmiri, Sindhi, Tamil, Telugu, Malayalam Nepali / one modern foreign language (English, French, German, Russian, Tibetan, Chinese) / one classical language (Sanksrit, Arbi, Persian, Latin).
3. Maths or Elementary Maths or Home Science (for girls only).
4. Science—comprising integrated components of Physics, Chemistry, Bio-Science subjects.
5. Social Science- comprising components of History, Geography, Civics and Economics.
6. One extra optional subject.
   (a) One classical language (if it has not been selected/opted at Serial No. 2) / (Sanskrit, Arabic, Persian, Latin)/ one modern Indian language (if it has not been already taken at serial.
   (b) Music (Vocal)
   (c) Music (Instrumental)
   (d) Commerce
   (e) Drawing
   (f) Agriculture
   (g) Home Science (for boys and for those girls who have not taken in it as indicated at Serial No. 2)
   (h) Sewing
   (i) Fine Arts
7. Moral Education, Physical Education, S.U.P.W, Social Service Work and Pre-Vocational Education:
   1. Textile Designing
   2. Library Science
   3. Cooking
   4. Photography
   5. Bakery and Confectionery
   6. Bee-Keeping
   7. Automobile
   8. Washing and Paintings
   9. Sewing

10. Food Preservation
11. Accountancy
12. Shorthand and Typewriting
13. Banking
14. Typewriting
15. Fruit Preservation
16. Crop Protection
17. Radio and Television
18. Printing
19. Weaving Technology

6.6.4 Higher Secondary

In the curriculum frame of the +2 which is known as intermediate in the state the scheme has been considerably changed. Out of the prevalent 11 groups, 6 groups viz., Commerce group (2 and 3) constructive group, technical group, basic group have been disbanded. Now the following scheme of studies has been adopted:

6.6.4.1 Current Scheme of Studies Prescribed for +2 (Intermediate Level)

1. One compulsory subject — Hindi or General Hindi.

A. HUMANITIES GROUP

   Any four subjects from the following:
   (i) Any language from the languages specified in the 8th Schedule of Indian Constitution, such as Sanskrit, Urdu, Gujarati, Punjabi, Bengali, Marathi, Assamia, Uria, Kashmiri, Sindhi, Tamil, Telugu, Malayalam and Nepali
   (ii) One Modern Foreign Language — English, French, German, Russian, Tibetan or Chinese
   (iii) One Classical Language —Sanskrit, Arabic, Persian or Latin
   • More than two languages cannot be opted as optional subjects
   • Sanskrit can be opted at more than one place
   • Kashimiri and Chinese can be opted with the prior approval of the Board.
   (iv) Other Subjects
       • History
       • Civics

- Maths
- Economics
- Music— Vocal, Instrumental or Dancing
- Sociology
- Home Science
- Statistics
- Geography
- Computer
- Military Science
- Psychology or Education or Logic
- Wood Craft/Book-Keeping/Leather Craft/Sewing

B. SCIENCE GROUP

Any four subjects from the following:

(a) Physical Science
(b) Chemistry
(c) Biology
(d) Maths
(e) Computer
(f) Content of Electrical and Mechanical Engineering
(g) Any one of the subjects from the Humanity Group

C. COMMERCE GROUP

- Book-Keeping and Accountancy
- Industrial Organisation and Correspondence.
- Any two subjects from the following:
  (i) Economics and Commercial Geography
  (ii) Elements of Banking
  (iii) Industrial Organisation
  (iv) Maths and Elementary Statistics
  (v) Computer
  (vi) Principles of Insurance and Practice
  (vii)Any one from the Subjects of Humanity Group

D. AGRICULTURAL GROUP

Part I (First Year Examination)

1. Hindi or General Hindi
2. Agronomy
3. Botany
4. Physical Science and Climatology

5. Elements of Agricultural Engineering
6. Maths and Elementary Statistics

Part II (Second Year Examination)

1. Hindi and General Hindi
2. Agronomy
3. Economics
4. Biology
5. Animal Husbandry and Medical Science
6. Chemistry

E. VOCATIONAL GROUP

In the vocational courses, 35 trades are prescribed. The details of these have also been indicated alongwith the evaluation pattern. Two types of examinations "Theory and Practical" are conducted according to the prescribed syllabus:

1. Food Preservation
2. Cooking
3. Dress Designing
4. Washing and Painting
5. Bakery and Confectionery
6. Textile Design
7. Weaving
8. Nursery Teaching and Child Management
9. Library Science
10. Basic Health Workers (Male)
11. Photography
12. Radio and T.V.
13. Automobile
14. Printing
15. Ceramics
16. Bee-Keeping
17. Dairy Technology
18. Silk
19. Fruit Preservation
20. Seed Technology
21. Crop Protection Technology
22. Plantation
23. Soil Conservation
24. Accountancy

25. Banking
26. Shorthand and Typing
27. Marketing and Selling Arts
28. Insurance
29. Cooperation
30. Hindi and English Typing
31. Artificial Limbs and Organ Technology
32. Embroidery
33. Hand Block Printing and Vegetable Drawing
34. Metal Craft

Note : Computer Science has been prescribed in Humanity, Science and Commerce groups.

6.7 Stage Specific Special Features

6.7.1 Some Special Features of the Primary Stage Curriculum of Uttar Pradesh

The following distinct features of the curriculum of this stage may be noted:

- In Classes I and II children are introduced to the environment in its totality. No distinction has been made between natural and social environment.
- The content of environmental study in these two classes is integrated with the Language, Mathematics and other activities, such as games, health activities, drawing and community visits. There is considerable stress on promoting skills of observation, description and self-expression in relation to local environment concerns.
- In Classes III to V the natural and social elements of environment are introduced under a separate area of study called 'Environmental Studies' (EVS). In such studies the explicit concern is on starting from the surroundings of the children— home, school and neighbourhood to gradually moving on to the state and country.
- The emphasis in respect of *Science Component* is on sharpening the senses of the learners and encouraging them to discover, observe and explore their immediate surroundings and environment.
- In order to make the curriculum relevant and enjoyable to children, a large number of activity-oriented programmes,

such as stories and narratives concerning their everyday life—food, clothes, houses, local fairs and festivals and changes taking place in their surroundings are being emphasised. In addition to these, folk songs, community singing, folk dances, celebrating festivals, organising fate highlighting local costumes and indigenous materials also form the integral part of the curriculum with the purpose of inculcating respect for the pride in *Swadeshi.*

6.7.2 Some Special Features of the Upper Primary Stage Curriculum

The following special features of the upper primary stage curriculum may be mentioned:

- The accent in this curriculum is on promoting student participation and involvement by encouraging them to ask questions, undertaking individual and group projects and *Shramdan,* local trips and visits to places of historic, geographical and natural resource-rich centres and engaging in focussed studies of these at their own initiative.

- Since the environment continues to be a major source of learning at the upper primary stage as well, in the curriculum of this stage the emphasis has been laid on promoting an understanding of the living world, balance of nature and the role of air, water and energy, basic principles of science relating to matter, materials and energy and familiarity with soils and agricultural practices, health, nutrition and diseases, drinking water, family welfare, sources of environment pollution and life processes.

- Instead of laying stress on information, the thrust of the curriculum is on promoting awareness and understanding and stimulating their curiosity, improvising simple equipments and designing and carrying out small projects and experiments with the use of local resources and materials available in the community.

- For widening the basis of social and cultural understanding of the children of this stage, the components of social studies have been specially drawn and integrated in terms of their needs to be helped to understand and appreciate India's rich cultural heritage, some other ancient civilizations of the world and their interconnections, contribution of India to the World civilization alongwith contributions made by other cultures,

and some major historical developments of the world. With a view to enabling children to participate effectively in day-to-day life, the components on contemporary society incorporating an acquaintance with social, political and economic institutions of India and their functioning, the administrative system, urbanisation and economic and social developments have been incorporated.

6.8 Tackling the Problem of Curriculum Load

The *curriculum design* has to lay stress on development of concepts, skills, attitudes and values with appropriate structuring and re-structuring of learning experiences. In no way students have to be loaded with *information* as is the customary practice. With a view to curb the tendency for *rote memorisation* on the part of students and tendency of organising *memory level instruction* on the part of teachers, a scheme of continuous and comprehensive evaluation has been launched from the academic session of 2000-2001. In the initial stage, it is to cover the primary and upper primary stages but gradually it is to be extended to the secondary and higher secondary stages as well. In addition to this, as a policy framework the curriculum structure has been completely rehashed by incorporating conceptual components, skills, activity-based teaching and learning right from the primary and upper primary to the secondary and higher secondary stages.

Thus, a three pronged approach has been evolved to address the problem of curriculum load at all the four stages—primary, upper primary, secondary and higher secondary. This consists of evolving a new approach to identification and selection of curricular units drawing on 'concepts', rather than 'information', promoting learner initiative and activity-based programmes of teaching and learning.

6.9 Adoption of NCERT Curricula

Conscious of the quality concerns at various levels of school education curriculum, the State Government has taken positive steps in this direction. It has successfully attempted the restructuring of the primary and upper primary level curricula by undertaking a collaborative exercise through DPEP and the SCERT. The review and revision of curriculum has focussed on facilitating a two-way interaction between teacher and child and also promoting child-centred and activity-based learning. The

members of state level resource group were involved in this task so as to render the exercise meaningful and readily translatable into a workable policy frame.

Before the commencement of this exercise detailed strategy papers, out-lining the processes to be adopted in each core area for pedagogical renewal were prepared on the basis of Base Papers and Approach Papers developed at the Conceptual Workshops that had preceded this initiative.

SRG members were familiarised with the concept of MLLs and oriented to the framework and content of primary level curriculum.

The SRG began the exercise with the review of the existing curriculum. The process that was conducted under the overall guidance of the experts from the NCERT and the SCERT entailed gathering feedback from teachers, experts and stakeholders regarding the present curriculum. On the basis of the clarifications of pedagogical issues acquired at the conceptual workshops and the experiences gained during the school placement programme, the process of curriculum review and its revision was initiated in a 10-day workshop at SIE, Allahabad. This workshop aimed at developing clarity on MLL, its use for curriculum development and to prepare a detailed paper on each of the areas, analysing the existing status in the context of the visioning and conceptual pedagogical framework of DPEP.

The curriculum has been revised on the basis of the MLLs and the National Curricular Framework of the NCERT. Due emphasis was given to the understanding of classroom realities such as the time available, the learning load on children, approaches to be adopted, sequences to be followed while imparting information, etc. The outcome of this exercise was a *Curriculum Statement* detailing the basis of the new curriculum.

Based on the *Curriculum Statement* prepared, the core team of the SRG reviewed the curriculum through a series of workshops involving teachers, experts, NCERT, NGOs and Consultants from the Technical Support Group for DPEP. The following issues were central during the entire process of curriculum review:

- relationship of MLL to the curriculum;
- problem of limited working days, multigrade and multilevel situations, overcrowded classrooms;
- assessment of curriculum load;

- understanding the process of a child's cognitive development;
- linkage with the teaching methodology;
- assumptions regarding nature of textbooks and teaching-learning materials;
- identification of topics and skills for inclusion;
- prioritisation/sequencing of topics, spiraling and cross-curricular linkages;
- linkage with the local context.

Through a series of workshops, a draft curriculum document was prepared. A detailed exercise was carried out in these workshops to delete easy or unnecessary competencies, to defer difficult competencies to a later stage and to incorporate missing competencies. The draft thus prepared was sent to an additional set of external experts for their comments and critical feedback. The draft curriculum document was then reviewed and edited in the light of the feedback received during another set of workshops.

The revised curriculum for the primary Classes (I-V) was approved by the *Basic Shiksha Parishad* on 16 January 1999 and has been adopted for the whole state.

Month-wise and subject-wise segmentation of the curriculum was done by SIE to help the teachers to plan their scheme of teaching-learning into smaller units. It will help supervisors also to assess the pace of progress by the teachers and children and to ascertain whether they are advancing at the desired pace.

A similar exercise has been undertaken for revamping the curricula for the secondary and higher secondary stages. The Board of High School and Intermediate Education, U.P. with the help of various committees of courses formally constituted for the purpose, has moved in the direction of adopting the national curriculum framework to a considerable extent. The courses/subjects of studies in Science have been re-oriented so as to enable the majority of the students to enter the world of work with proper scientific attitudes and skills. The learning of science at the secondary stage has been built around natural and social elements of environment. According'y, an effort has been made to expose the students to the nature and the structure of Science and the support it provides to the technological developments.

While restructuring the courses at the higher secondary stage, the guiding principle has been to equip the students with the

basic knowledge, skills, attitude and enterepreneurship so that they can qualify for self-employment as well. The content of courses has been made flexible to the extent possible as will be evident from the latest revision effected during December, 2000. There are now five areas of specialised electives in addition to a compulsory foundation course of Hindi or General Hindi, Physical Training and Moral Education. The specialised electives have been grouped under five areas such as humanities, Science, Commerce, Agriculture and Vocational Education giving freedom to students, within practical limits, to choose courses simultaneously from more than one group according to their needs, interests and aptitudes as suggested in the *National Curriculum Framework* of 2000.

At the +2 level open learning system is increasingly becoming popular. The correspondence courses are, therefore, being restructured in terms of the orientations/feedback obtained from the *National Open School*. For maintaining parity of standards, the formal and open learning systems have a similar and comparable syllabi in each subject. This is being stressed as a policy frame in order to promote symbiotic relationship between formal and open systems of learning at the state level. Objective-based CCE with a view to focus on personality development as the main goal of education has been adopted. The plan is to do away the current over emphasis on examinations — specially the external examinations by stressing the use of specific criteria/standards in the processes and outcomes of teaching-learning systems.

In practice it is found that curriculum load also increases because of unrealistic and unsuitable strategies being put to use in respect of curriculum transaction. In order to obviate such eventualities, the curriculum package developed for the primary and upper primary stage makes a specific reference to the possible strategies/ methods/ techniques/ teaching aids to be employed by the teacher. This has been done for each unit. Thus, a unit is followed by such references invariably in addition to indicating the needed teacher support and evaluation procedure as well. A similar attempt is being made while recasting the curriculum structure at the secondary and higher secondary stages when the process of adopting CCE is initiated.

At all levels of school education in U.P., therefore, the curriculum is being revisited in terms of adoption of a constructivist

approach to learning, activity oriented sessions, field trips, and observations. Adequate importance is also being attached to peer learning and group work. In order to render the curriculum to become an effective tool in the hands of teachers, it has been split into units, activity sessions and project work with due regard to the ideals of equity, relevance and excellence as the main guiding principles.

6.10 Arrangements for Preparation, Production and Supply of Textbooks

As described earlier, the preparation of the MSS for all the textbooks in respect of primary and upper primary level schooling has been arranged through the writers' workshops under the overall control of SCERT. For their production and supply the state level textbooks office functions as the chief nodal agency. In respect of the secondary and higher secondary level textbooks, the Board of High School and Intermediate Education brings out the list of approved textbooks by involving the experts of the respective subject committees constituted for the purpose. The private sector is involved for printing and distribution of textbooks. Their supply is managed to the district, block and cluster resource centres with no strain to the state exchequer. The system has worked well in ensuring the availability of textbooks even to the remote villages without any encumbrance to the state exchequer.

It may be stressed that new practices are needed to take advantage of the potential for improved efficiency emerging with the adoption of new curriculum framework and MLL by all states rendering cross border sales more feasible. In the wake of this, the state department is adopting strategies to improve quality.

In sum, it may be observed that nationalisation of textbooks was initiated in the state as early as 1941, extending from the primary level to the higher levels. Development and ensuring availability of textbooks to children in government run and recognized primary schools at reasonable prices in the open market, has been a state responsibility.

Thus, textbook development and production in Uttar Pradesh has followed a certain set course on the basis of norms laid down by the government and legislations enacted for the purpose. A system has been put in place whereby state agencies undertake the task of development and production of textbooks using both

in-house and external resources. In the whole operation, the state facilitates and ensures satisfactory and timely completion of the entire cycle from curriculum revision to making the textbooks available to children.

6.10.1 Developing Better Textbooks: Ensuring Quality, Affordability and Timely Availability

Recent studies have begun to highlight concerns about both quality and efficiency in respect of developing better textbooks at the school level. Several studies have indicated that the readability of many textbooks is low, the physical quality of textbooks is often poor, and children are made to carry a heavy textbook burden. One of the important disclosures in these studies is related to the need for more efficient production and distribution of textbooks. The initial attempt at adoption/adaptation of NCERT textbooks has been converted by and large into having the state's own series of such publications by properly highlighting the national issues and concern.

6.10.2 Selection of Textbook Writers

The first step in the process of developing the new textbooks has been to select the textbook writers. A well laid out strategy was designed for the purpose.

A two and a half month long process was followed in selecting those who would work as textbook writers. A detailed guideline was developed at the state level and provided to the districts. The first step was to invite persons with creative writing skills and those willing to undergo a rigorous processes of textbook development, at the block level. As per the guidelines, 20 persons were screened and short-listed on the basis of interactions. Those short-listed attended a workshop at the DIET and went through the next round of the selection process.

At the end of this stage, three persons per district were identified. These persons then went for the final state level selection. Two state level workshops were organised—one at Varanasi and the other at Allahabad. The workshop at Varanasi had 67 participants and out of them 12 were selected. The selection process at this stage was quite similar in nature to that of the previous level, with the only difference being in the complexity of the tasks expected to be performed.

Once the selection process was over, the SRG members alongwith those selected were split into two groups of 45 each — one

for the development of textbooks and the other for developing the teacher training modules. In order to maintain a balance within the two groups, those who had received the core inputs, were equally distributed in both the groups. As a strategy, some of the members kept shifting between both the groups to supplement the human resource requirements and provide the expertise required. This was a way of ensuring that the groups work in tandem and not in isolation. The SRG has been involved with the development of all the three teacher-training modules.

The persons selected were taken through an orientation which was a specially designed condensed capsule on the outcomes of the visioning workshops, the conceptual I and II workshops and the basic issues identified for textbook development. They were given copies of the curriculum.

Eventually, it was a group of 45 persons comprising practicing primary school teachers, gender specialists, BRC coordinators, DIET faculty members, experts from SCERT and its different units, such as SIE, SISE, CPI, Rajya Hindi Sansthan training co-ordinators, members from the Pedagogy unit at the SPO and experts from outside the system, that shouldered the responsibility of the pedagogical renewal process. Illustrators were inducted into this group at a later stage of writing.

6.10.3 In the Workshop Mode

The workshop mode has been extensively used for developing Uttar Pradesh textbooks. In all, a series of 15 workshops, each focussing on the different steps in textbook development led to the evolution of the final manuscripts for 14 primary level textbooks.

6.11 Reference Material

At the onset of the process, a wide range of resource material was made available to the team engaged for the purpose of writing the textbooks. The reference material used included textbooks from other states, children's literature, story books, picture books, visual dictionaries (full illustrators), children's encyclopedia on various topics/subjects/themes, resource books, activity books and handbooks on Science, Mathematics and Language.

Vikalp, a Learning Improvement Project, introduced in three clusters of Hardoi district, provided rich learning in so far as inputs for the Class 1 textbook were concerned. The supplementary

reading material, *Apni Bhasha*, used in the project clusters, has been drawn upon and incorporated in the Class I textbooks.

6.11.1 Pre-Writing Workshop

Detailed subject-wise and class-wise guidelines and the indicators for textbook writing were framed up at the pre-writing workshops.

At the pre-writing stage, the workshops opened with discussions on 'why textbooks'.

Relevance of textbooks to

- help develop definite content knowledge at a particular point of time/age;
- enable children to learn from them at home;
- give a sense of learning by reading to the children;
- facilitate self learning;
- help achieve levels of learning;
- ensure to maintain uniformity in learning levels among children;
- help children in concentrating;
- facilitate time management in the classroom, particularly in multi-grade situations;
- establish integration between different subjects/ content areas;
- facilitate the achievement of objective laid down in the curriculum.

Curriculum elements in textbooks are:

- qualities/attributes and appearance of a good textbook that is visioned;
- the language of textbooks;
- the proportionate share of the content directed at children and the teachers;
- the kind of poems, stories, drama, exercises, biographies, essays, travelogue, letters, that could be included in the textbooks;
- selection of content vis-à-vis the age and grade of the child;
- devices, tools and elements that can be used to make the textbooks lively;
- ensuring self-learning in the textbooks;

- sequencing and spiraling of lessons;
- number of lessons in a textbook;
- the type of questions to be asked;
- the kind of activities and experiments that could be used;
- integrating evaluations at regular intervals.

The broad framework for writing textbooks were firmed upto ensure that textbooks:

- provide the opportunity for learning by doing;
- create curiosity among children to know more;
- include local specific poems/stories, so that the children can relate to the content of the lessons;
- have a well-distributed share of lively illustrations and text;
- provide the opportunity to think critically, logically and solve and problem given to children;
- facilitate inculcation of imagination, creativity and scientific temperament by including exercises as a part of the lessons and home assignments;
- including the Unit Test System as (*Kitna Seekha?*);
- provide the opportunity for self assessment;
- specific subject teaching techniques for e.g., language teaching demands at the levels of Classes I and II competencies of listening, speaking, writing and reading with comprehension;
- include the ten core elements such as, gender sensitivity, social justice, national integration, environmental awareness, discipline, patriotism etc.

Before writing a lesson:

- distribution of the curriculum;
- preparing outlines of the lessons;
- deciding the nature and treatment of lesson.... was ensured.

Before preparing the outline of the lessons, writers asked themselves:

- What do children already know?
- What kind of problems are children likely to face in tackling the prescribed type of curriculum objectives?
- What would be of interest to children in the context of this topic?

Writing of the lesson was planned on the basis of responses to these questions and the space available for the particular lesson?

Stories

Considering stories to be an effective means of teaching-learning and also a powerful tool for language development, extensive use of stories and story telling in the textbooks have been ensured. A variety of stories have been incorporated to serve specific purposes towards enhanced learning. There are stories

- to be told;
- to be read;
- that are open ended;
- with values;
- about real life situations;
- based on fantasy and imagination.

Illustrations

There is a vital relationship between textual matter in the textbook and illustrations. Trained illustrators were associated with the development process from the early stages so that the textbook writers and illustrators worked in tandem. Their early involvement helped in developing their conceptual understanding of textbook development.

Illustrators helped to ensure balance of colours and softness, but retained attractiveness of the illustrations. Other aspects considered were visual effects of order. Further, composition, colour, line, texture and perspective are design elements that were employed to determine the rhythm, the mood, the flavour, and the enactment of what is taking place or what is happening in narration of the text.

6.12 Editorial Guidelines

Editorial teams comprising three persons (from among the writer's group) including one external resource person was put in place. The editorial teams had to critically examine the following:

- style of presentation;
- proportion and extent of content to be covered-continuity with other lessons;
- sequence in narration;
- language of narration (use of gender sensitive language where

verbs are used, and ensure that both boys and girls are addressed alike);

- illustrations are appropriate ;
- subject teaching specific elements.

As the process of writing of textbooks progressed it became clear to the participant writer and illustrators that all that was envisioned or conceived of for a particular lesson could not be accommodated in the lesson because they were working to a pagination plan. They had much more to say than the available space could accommodate. Thus, began the process of prioritising and distributing the desired content among three different but complementary tools, viz., textbooks, teacher guides and teacher training.

The process of textbook development was thus characterised by constant review, self-criticism, looking for better alternatives, experimenting with options, adopt innovative approaches in lesson design etc. In developing and finalising the drafts of textbooks a conscious effort was made to reconstruct the frame of textbooks in sync with development of ideas. The rigour of the process meant moving back and forth—often on the same topic! But, this worked wonders in ensuring the standards of the product.

6.13 Field Trialling

Textbooks developed were taken to the field to get a feedback about them from the teachers, children and community. It was desired that the feedback from the users—teachers and the taught—would further the process of enrichment to develop good textbooks. All the textbooks were field trialled in all the primary schools (one cluster each) in six project districts representing six linguistic regions of the state (Aligarh, Banda, Nainital, Pauri Garhwal, Sitapur and Varanasi) in the academic session 1999-2000.

Mounting the exercise meant a substantial amount of groundwork that entailed production and distribution of sample copies to the selected schools, orienting and preparing those who are to be associated with the exercise, developing tools for recording the observations and findings of the field trialling process. Formats to capture the feedback from teachers, children, parents/ community were developed jointly by the SIE and SRG. A preparatory workshop was held at SIE, Allahabad. Following this, a

training of DIET faculty was organised as they were to train the teachers at NPRC level, on how to use textbooks introduced for the trialling exercise. This was supported by a manual, which was a part of the textbooks printed for trialling.

The feedback was collected from the field by the DIET faculty and the analysis of the formats was carried out by the DIETs and the SIE. Based on the feedback the textbooks were finalised at the SIET by SRG.

The main issues that emerged from the field trialling about the textbooks are either generic or apply to specific textbooks.

The academic year 2000-2001 saw the advent of a whole new set of textbooks in primary schools—books that were the product of a rigorous participatory process, based on well considered and informed decision, books that were different in size and appearance, books which sought to instill curiosity among the learners and ensured greater involvement of the teachers ... books that are different—books developed with greater emphasis on design and layout for which the services of specialists were drawn upon and camera ready copies of the manuscript were made available to the printers. All SCs/STs children and all girls in the state received free textbooks, for the first time.

6.14 An Analysis: Some Characteristic Features of the Textbooks

Care had been taken through out the process of developing the textbooks to ensure inclusion of the many essential, non-negotiable and ideals agreed upon as the guiding principles at the initial stages of the process of textbook development.

It is important to be able to bring out the special element in the new set of textbooks that were the outcome of a mammoth exercise spanning over almost two years. What is different about them? How well do they conform to the propounded philosophy of child friendliness? Do they provide for actual activity based teaching-learning? How well have the stated norms of the core curricular elements been integrated in the textbooks? How has the question of competency based learning been addressed? There are many such questions that are likely to run through the reader's mind. This section attempts to describe the characteristic features of the textbooks that have been developed.

Language

- At the level of Classes I and II language teaching demands achievement of the competencies of speaking, listening, writing and reading with comprehension. In Class I the first four chapters of the textbook is illustration based with a few suggestive questions to ensure a learning experience of a certain level with room for the teacher to use it as a facilitative tool for wider learning. These chapters are primarily interactive, intended to encourage observation and inquiry among children so that they are able to articulate and thereby expand their vocabulary. With the same end in view, similar lessons with higher levels of complexity have been incorporated in the Class II language textbook.

- The continuity in the curricular content with the pre-school competencies has been ensured in the Class I textbook to ensure smooth transition from the pre-school to the Class I competencies.

- Dichotomies in language have posed barriers in comprehension that impede children's learning. To ensure smooth transition from the home language to the school language, attempt has been made by using illustrations of locally used objects which, the children identify and name in their home language. The teacher then introduces the names of these objects in standard Hindi Language. In this way children gradually get familiar with the standard Hindi Language.

- In the Language textbooks of Classes II to V, there are exercises at the end of the lessons that are essentially mean to strengthen understanding of language structure and grammar. For instances, children are assigned the task of framing sentences, carry out sentence corrections, learn synonyms and antonyms etc. To test the comprehension level of grammar simple definitions have been infused in the textual content, based on which children are expected to identify similar examples from the text.

- Lessons have stories from children's literature from other Indian languages as well as stories by foreign writers Ruskin Bond's *Van Devi Aur Raja* has been included in Class IV language textbook alongwith *Pitaji Ka Kamra* by R.K. Narayan and *Kismat Ka Khel* by Shankar (Class IV). Oscar Wilde's story *Ghamandi Ka Bagh* in Class III and Leo Tolstoy's *Teen*

Sawal in Class V are examples of children's stories by international authors. This has provided the children an opportunity to get exposed to world classic literature.

- Story telling, recitation of poems, playing games, conversation and discussion involving active language use has been emphasised in the language textbooks. Each type of story that has been included in the textbooks has been done with explicit intention of inculcating specific qualities/competencies among children, apart from facilitating self-learning. The open-ended stories and those based on fantasy and imagination help develop a child's imagination and creativity. Stories to be told are meant to develop listening abilities among children, while the stories to be read lead to proficiency in reading. Stories about real life situations tend to expose children to actual goings on and provide added knowledge.

- A wide selection of language/literary forms, viz., prose, poetry, stories, drama, autobiography and biography, letters, travelogues, memories, folk tales, essay, humour, dialogues, illustration based lessons have been given a place in the textbooks.

- As a measure of relief and also to sustain children's interest in the lessons, humour and fun have been incorporated in the language textbooks to provide a digression from the monotony of the textbooks. The lessons *Andher Nagri* is a play which has elements of humour. *Haan Mein Haan* (p. 44) and *Bacho Ka Poochh Taach* are lessons in the Class IV language textbook with the humour element.

Mathematics

- With a view to enable children to relate to the abstract, concepts have been introduced through experiences with concrete objects. Examples of this are found in the lesson *Naap Jokh—Lambai* in Class II in which a commonly played game *Gilli Danda* has been used to explain the concept of measuring length. In explaining the concept of division in the lessons *Hissa*, in the Class III textbook the practice of distributing sweets (*laddoos*) to children on Independence Day has been used.

- One good example of attempting to teach concept of mathematical operations using real life situations and objects with children can easily relate is found in the lesson *Sankhyayon Ka Batwara* in the Class III textbook. For

introducing the concept of division, children are asked to equally distribute sets of familiar objects such as teams, *Chapatis, Laddoos*, etc.

- Considerable attention has been paid to the language used in Mathematics textbooks so that better learning is facilitated. In the lesson *Sair Sapata* in the Class I textbook, for instance, there is a narration about numbers from 1 to 9 in ascending order, in story form, to make it interesting. Again, in the lesson on the concept of 'zero', the presentation has been attempted in a manner that would interest children and also make it easy to comprehend the concept.

- Spiraling in textbooks has been integrated in order to reinforce the understandings of concepts among children and also to benefit the irregular students. This has been done in different ways. In the first place, the topic has been repeatedly taken up in different parts of the textbook and the other way has been to bring up the topic in the context of a related topic. In the Class I textbook numbers from 1 to 5 are introduced at one stage and then re-introduced at another juncture when numbers from 1 to 9 are taken up. Similarly, to reinforce the concept of subtraction, the concept has been revisited in the same Class — Class I — once between pages 43-46 and again in page 71. The second approach to spiraling can be seen in the Class II textbook where the concepts of addition and subtraction have been touched upon while introducing the concept of multiplication and division.

- Further, operations of addition, subtraction, multiplication and division have been introduced in complex functions, such as that of carry over and borrowing and increasing the number of digits involved in the operation. But, at each stage, while discussing the operation in its complex form, the basics are once again touched upon. In other words, the complex operations are not built on assumption of prior knowledge.

- A good example of training to simplify the learning of Mathematics is seen in the lesson *Dashamlav* in Class V (pp. 63-64) where conversion from higher to lower units or *vice versa* has been done by using a simple pictorial method of conversion. Ascending or descending step has been associated with the increase or decrease of the units.

Environmental Studies

- EVS textbooks have been enlivened with the usage of pictures/illustrations portraying real situations so that learning can be brought as close to experiential learning as possible. Examples of such topics, include the solar system, stories about land, life and people of different states, etc.

- To acquaint the children with the cultural diversity of Uttar Pradesh, lessons include descriptions of the flora and fauna, festivals, traditions, attire and food habits of the people. There are lessons on the important cities of Agra, Lucknow and Varanasi to create an awareness among the children about what makes them important through extensive use of pictorials.

- An approach has been adopted to allow for transition of the child's mental horizon from one's immediate surroundings to the unfamiliar. Beginning with the realities around them, a gradual shift has been made over lessons in different classes. The Class II textbook begins with the village and runs up to the district. India and various states are covered in the Class IV textbook. India's neighboring countries are covered in the textbook of Class V.

- The lesson *Rasoi* in the Class I textbook describes kitchens in rural and urban households. For most children the rural kitchen would be known. By using the same concept in the urban context has enabled children to learn about the unknown. This is an example of exposing children to the unknown from the known.

- To comprehend map reading and its interpretation a simple method has been adopted in the lesson *Asia Mein Bharat* in the Class III textbook which encourages children to find answers using the map or globe through exercises in the chapter. Another interesting exercise to reinforce the understanding of a physical map has been given in the lesson *Uttar Pradesh —Prakritik Banawat Va Rehan Sehan* in the Class IV textbook where children have been asked to make models of the terrain.

- A folk tale has been given in the Class IV language textbook (p. 45)— *Sawari Ka Prabandh*— and *Chidiya Ka Dana* in the Class V langauge textbook (p. 68) as examples and at the end

of the lesson, children have been given the task of compiling folk tales of their region. This exercise is expected to promote learning within the home and enlist greater participation of parents in the education of their children.

Science

- In the Class V textbook the lesson *Manav Kankal, Peshiya Aur Gatiya*, in which the bland description of the skeletal system has been livened up by the style of presentation. Embellishment of the textual content with interesting aspects like "the human skull is a composite structure of 29 separate bones", "enamel is harder than bone", etc., attracts the attention of learners. (pp. 35-41)

- Learning with locally available resources has been attempted through the exercises after the lessons. For example, children in Classes IV and V are expected to collect leaves of different trees, different types of seeds, feathers of different birds, etc.

- An example of attempting to demystify the learning of science is seen in the lesson *Paudhe Ke Vibhinn Bhaag Evam Unke Karya* in the Class IV textbook (p.7). The concept of photosynthesis has been explained by relating it to children's prior knowledge of the process of cooking and preparing food and describing leaves as the kitchen for plants.

- Experiential learning and learning by doing have been woven into the main text. Exercises on classification, based on day-to-day experiences have been provided both in the Classes IV and V textbooks (Class IV pp. 16-19 and Class V pp. 16 and 51).

- The lesson *Manav Shareer Ke Ang Evam Unke Karya* in Class IV tries to make the children arrive at conclusions through observations such as whether an object is hard or soft through the sense of touch, etc. (Class IV p.26).

Pupil Evaluation

Activities and exercises of different kinds have been incorporated in the textbooks to facilitate continuous pupil evaluation alongside the on going teaching-learning process. These have been designed in a manner that children will not be made conscious of the fact that they are being evaluated. Evaluation under fear or any kind of pressure would not reveal the actual level of achievement.

Both oral and written tools have been built into the textbooks for pupil evaluation. A mixed bag of questions have been incorporated—objective, multiple choice, lesson based short answers, descriptive answers. This range of questions also helps children develop capabilities of estimation drawing inferences and inculcate skills of imagination and logical sequencing. The kinds of questions given at the end of lessons are :

Shabdo Ka Khel – Playing with words

Ise Bhi Jaane – Know this also

Karke Jaane – Know by doing

Tumhari Kalam Se – From your pen

Ab Karne Ki Bari – Now it's your turn to do

Pata Karen - Find out

Unit wise evaluations have been provided at regular intervals-*Kitna Seekha.*

6.15 Other Features

Love for the Country

- Effort has been made to instil a feeling of love for the country by including lessons on Our National Symbols in the language textbook of Class II, the essay *Mein Aur Mera Desh*, poems like *Vimal Indu Ki Visha* and *Bharat Hai Mera Ghar*. This sentiment finds expression in biographies of great national figures, such as Tilak, Shastri, Subhas Chandra Bose and excerpts from Letters from a Father (Nehru) to his daughter. The lesson *Uttar Pradesh — Bhasayein Anek Hum Sub Ek* from the EVS textbook of Class IV tries to instil the sentiment of national integration.

Health and Hygiene Awareness

- Children are familiarised in identifying and preventing disease caused by malnutrition in the lesson *Kuposhan Evam Uske Prabhav* in Class V, where manifest symptoms of such diseases are enumerated. They are also made aware of personal hygiene, immunization, first-aid, etc. with the idea of influencing prevalent practices.

Flexible Use of Instructional Time

- Keeping in mind the actual teaching time available and availability of teachers, various measures/tools/techniques and options have been devised to ensure completion of the

curricular requirements. The coverage of the curricular requirements has been ensured with the use of self and group learning, learning directly from textbooks through exercises and learning by doing. Efforts have been made to reduce demands on teacher-time by using these methods without compromising on the standards of learning. For instance, in Science and EVS, children's learning has been attempted through exercises that require them to collect, tabulate and classify information from their immediate surroundings. The same methods have been employed in language textbooks, in which children are asked to collect local stories, poems, songs, and information about local history, festivals, personalities, important places, etc.

- Along side, teachers have been given the flexibility to use innovative approaches in transacting the curricular areas.

Integrating Gender Equity

- In the Class II language textbook attempts have been made to project mothers as knowledgeable persons who are interested in their children's activities at school. In the language textbook of the same Class, the chapter *Nanha Chand* (p. 35), shows a mother teaching her child about the moon. So also, in the language textbook of Class III, the chapter on *Bapu Ki Seekh* has shown him practising all of what he learnt from his mother as he had great respect for what she taught him. (p. 44)

- Mothers are not depicted as confined to four walls of their homes; father assuming a role within the home are also highlighted. There is a lesson *Magan Ka Ghar* in the language textbook of Class II, wherein subtle shifts in gender stereotyped roles show the mother to be working at the literacy centre and the father as sharing the responsibility of household chores. (p. 20)

- The story line in the lesson titled *Jagatpur Gaon Ke Bachche* in the Class II langauge textbook, centres around a girl who takes leadership role in getting the children together to clean their village. (p. 41)

- The lesson *Seema Badh Mein Phasi* in the Class III language textbook, unravels how Seema uses her presence of mind in an adverse situation and overcomes the threat posed by flood water. (p. 15)

- In the chapter *Mahima Shaher Chali*, in the EVS textbook of Class III Mahima's interest in Science, Technology and modern devices is highlighted by her choice of purchasing a calculator rather than a doll. (p. 53)
- No longer the exclusive domain of men: the chapter *Achraj Bhara Aakaash*, in the EVS textbook of Class III, has Valentina Tereschova—the first female astronaut—as the key character. Through a story as this, the entry of women into a profession that has always been considered a male prerogative, has been introduced and children's acceptance of women in diverse roles and professions is likely to expand. (p. 21)

Small Family Norm

- The concept of small family norm has been introduced in the Class V Science textbook in different places in different contexts. The lesson *Aao Baat Karein* (p. 12) has been built on the advocacy material of an on going population project in the state. It is an attempt to expose the children to the negative impact of big families on the standard of living, nutrition, education, health, and various other aspects of life. *Badhte Manav Ghatate Sadhan* links the shortage of living space, nutrition and extinction of certain species to growth in population (p. 24). In the same textbook the lesson *Tasveeren Bolti Hain* (p. 25) seeks to initiate discussions on the pros and cons of a small family. The supportive illustrations are meant to encourage the discussions and reinforce the small family norm in the minds of the children.

Sensitivity to the Disabled

- The lesson *Dosti* in the Class III EVS book, about a physically challenged boy who feels left out and how other children endear him and involve him in their activities, seeks to create a sensitivity among children towards children with disabilities.

Focussing on Rights of the Child

The question of the rights of the child has been built around the story of how Sohna, a boy who used to work in a tea stall ran away because he wanted to study, in the language textbook for Class IV. At the end of the lesson there is an exercise to organise a debate on the appropriateness of engaging children in the labour force. (pp. 112-116)

6.16 Concluding Remarks

While the quality of textbooks was ensured through this process, the cost of these materials was also made affordable and low as far as possible. Enough precaution was taken to see that the textbooks are in the hands of teachers and students in the very beginning of the academic session. It is heartening to note that despite several odds, the timely availability of textbooks including their free distribution to all children SC/ST and of girls category could be managed within one and a half month's time of commencement of the session of July, 2000.

CHAPTER 7

Quality of School Education

The main focus of this chapter is on raising the issues of quality in respect of school education, which takes into its ambit the concerns manifest at the level of pre-school education, primary education, upper primary education, secondary and senior secondary education as also the sector of teacher education. In addition to the concerns of quality pertaining to teaching, learning, supervision and school exposures, it also depicts the quality aspects in respect of student evaluations, the public examination system and the adoption of comprehensive and continuous evaluation specially at the primary and upper primary school education level of the state.

The quality of school education is crucial to what we try to achieve and ensure in terms of individual and societal development, in promoting the faster acquisitions of life skills and all pervading social ethos. In this process teacher is the architect, who not only imparts knowledge but also influences and builds up the personality pattern of students. A sound programme of professional education of teachers and student evaluation is, therefore, essential for the qualitative improvement of education. It is rightly stressed that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. Researches conducted since the *Coleman* and *Jencks* studies (1966) have shown that teacher can have a powerful effect on her/his students. As a result of analysing the achievement scores of more than 10,000 students across hundreds of schools *Sanders* and *Horn* (1994), *Wright, Horn* and *Sanders* (1997) and *Pandey* (1999) have

concluded that the most important factor affecting student learning is the teacher.

It is very unfortunate that despite conclusive evidence to this effect, the professional education of teachers has been comparatively neglected in the post-independence period. We are now more than 100 crore and we have made substantial growth in almost every field of life. Since independence our education system has expanded manifold at every level. But this growth has remained a quantitative growth by and large. Be it primary, secondary, higher education or even teacher education there is lack of quality in educational exposures, the educational processes and the outputs attributed to them.

In a bid to stress the role of teacher factor in the quality of school education POA (1986) and the revised one (1992) had envisioned as follows :

- The teachers receiving training at DIETs would be encouraged to develop their own programme using the facility available at DIETs and use these materials as instructional resources.
- SCERTs would have the major role of planning, sponsoring, monitoring and evaluating the in-service education programmes at all levels of training and for other educational personnel.
- There shall be an emphasis on integration of education and culture, work experience, physical education and sports, alongwith the problems of the unity and integration of India.

Since 1986, the following developments have taken place:

- DIETs have been established in all the states and in almost all the districts, including U.P.
- The priority areas like education of deprived children, disabled children, educational technology and computer literacy are being given importance and a fresh thinking on the usefulness of four-year integrated course is being attached some consideration now.

It may be admitted that the programme for upgradation of teacher education has received additional attention owing to the establishment of National Council for Teacher Education (NCTE) at the National level, SCERT at the state level, DIETs at the district level and CTEs at regional level.

During the post-independence era, many recommendations were made by various committees, commissions and the National Policy on Education —1986 for revitalising teacher education programmes. Many of these recommendations have been implemented and new institutions established and the existing ones upgraded. But, it hardly needs any observation that establishment/ upgradation of an institution is one thing, and attainment of objectives for which it is established/upgraded is quite another.

The gap between the two can have a cascading effect. Take DIETs for example. Many of those established are yet to become fully functional, many still await crucial inputs in terms of staff and resources.

The state has a number of teacher training institutions to meet the demand for trained teachers for both elementary and secondary level schools. A variety of teacher training institutions, such as nursery teacher training, secondary level teacher's training institutions including college of education and a number of special government institutions are contributing to the teacher preparation system of the state. The establishment of DIETs and IASEs has improved the scenario of teacher education and strengthened the capacity of the state to meet its needs of pre-service and in-service teacher education. Table 7.1 depicts the position in respect of teacher education institutions by types with a view to provide a status account as it is obtaining now.

7.1   Teacher Education for Pre-School Stage

The population of children of pre-school age group (1-5 years) is more than one crore and thirty lakh in U.P. There are 46 nursery schools and only two nursery teachers training institutions in the state. This meagre number is woefully inadequate to cater for the ever-growing number of children seeking pre-school education.

Pre-School teacher education also called nursery teacher education took roots in U.P. in 1951 after the upgradation of HTC training schools to prepare trained teachers for nursery schools of the state. There are at present only two govern-

ment nursery-training institutions in the state. These institutions conduct two years' nursery teachers training courses and have only 62 intake capacity. These training institutes are required to be well equipped with attractive rooms for infants to organise situational training for the

HIGH SCHOOL
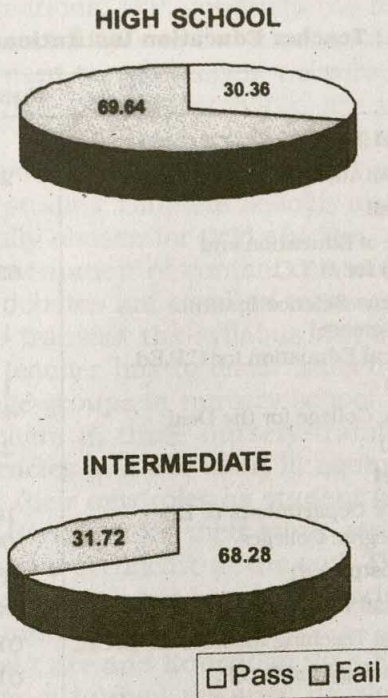
INTERMEDIATE

Fig. 7.1: High School and Intermediate Examination
Results (U.P. Board, 2000)

trainees. One nursery training institution is being run in a rented building. It has only two classrooms, one staffroom-cum-library, and one music and craft room which are quite insufficient to meet the basic needs. The other institution has a principal's room, an office and two open fields. The institution has its own nursery practising school with three rooms, a hall and a verandah. Hostel facility is available which too is insufficient. No residential unit is available for the staff. First-aid is available on the Campus. On the whole it cannot be said to be a model nursery teacher's training institution.

Table 7.1: Teacher Education Institutions by Types

Institution	Number	Intake Capacity
(a) Pre-School Level (Stage)		
1. C.T. Nursery Institution	2	62
(b) Elementary Level		
1. District Institute of Education and Training (DIETs) for B.T.C.	65	3,200
2. Government Home Science Institute for C.T. (Home Science)	1	34
3. College of Physical Education for C.P.Ed. (Now Postponed)	1	145
4. Teacher Training College for the Deaf (Now Postponed)	2	20
(c) Secondary Level		
1. B.Ed. University Departments of Education Degree Colleges	16 106	2,459 14,480
2. L.T. Colleges (Postponed)	13	1,018
3. College of Physical Education for D.P.Ed.	04	175
4. English Language Teaching Institute for D.T.E.	01	20
5. Bureau of Psychology for D.G.P.	01	20
(d) IASEs	03	-

Source: Education Department of U.P. Government.

There is neither any facility of employment and consultancy nor is there any record of employed trained teachers who did their training with institutions. There is no alumni association either.

The nursery-training course is known as the C.T. (nursery) course. The contents of the nursery teacher training are related to non-formal system. The teachers are supposed to teach the

infants age-group (2 to 5 years) to play freely, roam about and learn through insight and environment. It is in such a disorganised environment that a teacher educator has to impart training to the pupil teacher.

Minimum qualification for admission to this course is inter-mediate or its equivalent. Registrar, Departmental Examination, U.P. administers the admission test and a merit list is prepared which is sent to the institutions for carrying out admission. The admission process is completed by the principal of the institution under instructions of the department. The Registrar De-partmental Examinations, U.P. conducts the final examination also and provides certificates to the successful candidates.

Discussions, infant songs, stories, debates, lecture demon-stration and a variety of other activities are used as training techniques for C.T. Trainee teachers. Audio-visual aids, such as charts, puppet show, projector, filmstrip and cuttings are used for environmental studies. Different schools and Bureau of Psy-chology are generally chosen for field studies.

During the presentation of content, classroom interaction, discussions and debates are used as transaction techniques. Teacher educators transact the syllabus through instructional modules. A pupil teacher has to teach sixteen lessons to chil-dren of different age-groups in nursery school.

The pupil teachers in these nursery-training courses lack academic competencies and are often ill equipped and ill pre-pared to carry out their new roles as student teachers. Most of them lack motivation to take their work seriously and drift through it to acquire a certificate at the end. The responses re-veal that no innovative work has been done during the last seven years in nursery training institutions.

Early Childhood Care and Education (ECCE) is a crucial in-put in the strategy of human resource development. It func-tions:

- as a feeder and support programme for primary education;
- as a support service for working women of the disadvan-taged section of the society;

To achieve the goal in this regard U.P. Government has adopted the following strategies:

- training to the personnel of early childhood care and education;
- regular medical checkup of pregnant women and children with follow up services;

- daily provision of supplementary nutrition in accordance with the nutritional status of the children;
- technical resource support to the ECCE personnel through SCERTs/SRCs/DIETs and World Bank Project.

Parental and community assistance, supply of educational materials for chilaren, using play-way method, discouraging early teaching of three R's and system of monitoring is a must for the improvement of quality education at pre-primary level.

7.2   Teacher Education for Elementary Stage

When teacher education for elementary level made its appearances in the state, the courses conducted in those days were Vernacular Teacher Certificate (VTC) and afterward, Hindustani Teacher Certificate Course (HTC). Later on HTC was converted into Basic Teacher's Training Certificate (BTC), CT (Nursery), CT (Home Science) and Certificate of Physical Education (CPEd.) for the preparation of primary and upper primary level teachers.

At present 65 DIETs conduct the BTC Course while two CT Nursery Colleges and one Home Science CT College are responsible for the preparation of trained teachers of elementary level. The CPEd. and Teacher Training College for the Deaf are not being offered at present.

7.2.1   *Role and Functions of DIETs*

On the basis of recommendations of National Policy on Education and Programme of Action —1986, DIETs have been established phase-wise in-different districts of the state.

The DIETs are under the direct control of SCERT and are recognised by the Education Department of the State Government. The Registrar, Departmental Examination conducts all the examinations from admission test to the final examinations and issues Basic Teacher Certificate to the trainees on successful completion of their training.

DIET is the third district level support system for the qualitative improvement of education in addition to national and state level agencies, like NCERT, NIEPA and SCERTs. The mission of DIET is to provide academic and resource support at the grassroot level for success of various strategies and programmes being undertaken in the area of elementary and adult education with special reference to (i) universalisation of elementary/primary education; (ii) National Literacy Mission targets in regard to functional Literacy in the age-group of 15-35 years.

To improve the quality of school education, teacher's accountability to the pupils, their parents, and the community and to their own profession is necessary. The State Government through the U.P. Basic Education Project (UPBEP) and the District Primary Education Programme (DPEP) has tried to solve the problem of teacher shortage and inequitable distribution of regular teachers at the primary level using the following strategies:

- by filling existing vacancies;
- redeploying existing teachers;
- appointing para-teachers who will be selected and supervised by communities;
- key innovations under the project include the introduction of alternative schooling options that will help ensure access to about 18,00,000 out of school children in isolated hamlets and a model cluster approach for targeted and intensive interventions for girls education;
- para-teachers are perhaps more enthusiastic and accountable than regular school teachers;
- they have secondary level qualifications;
- they are provided with an induction training of 30 days followed by 15 days refresher every year;
- continuous classroom follow up and support is being given to them;
- a career ladder has been provided for para-teachers to motivate them to continue and deliver good service to the community;
- through alternative schooling options, adequate arrangements have also been made with the help of the teachers to ensure an equitable level of quality of schooling; as compared to the formal schools, children attending these options get main- streamed into regular schooling system;
- to remove the problem of shortage of teachers, the State Government has increased the number of trainees in BTC Course under DIETs from 50 to 100;
- in case BTC teachers are not available, the vacant seats in primary schools are filled by LT and B.Ed. teachers to meet the shortage;
- to improve the quality of instruction and enhance learning achievement levels, the project finances a holistic training programme that provides continuous·support for teacher

development and follow up professional support to teachers, para-teachers and alternative schooling instructors; it has also taken steps to develop and supply improved instructional materials, fund the provision of school book banks in all project districts for children who cannot afford textbooks, and carry out assessments of children's learning through strengthened monitoring systems.

Under the project, qualified non-governmental organisations play a role in providing support for teacher training, research and evaluation, early childhood care and education, implementation of alternative schooling programmes and community mobilisation. The project has also strengthened state, district and sub-district level capacity to manage primary education.

- Under 'Education for All' every year, each primary teacher undergoes in-service training for 8 days;
- DIETs impart pre-service training to teachers for two years;
- Research suggests that teachers in India are poorly motivated as evidenced from absenteeism and self-reporting. As found by *Lockhead* and *Verspoor* (1991) the most important factors in this regard are poor working conditions, low perceived status and limited opportunities for career advancement and promotion; needless to mention that improving the incentives for good performance, including regular attendance is an important challenge in U.P.; even highly skilled are ineffective if they are not regularly present at school (World Bank, 1997);
- to improve the quality of teacher education, it is necessary to remove the grievances of teachers regarding their working conditions; for example, completion of service book, payment of TA, reimbursement of medical expenses, completing the PF and pension papers are some of the very important aspects which need attention.

7.2.2 Multigrade Teaching

There are a large number of single teacher schools in rural areas. Only one teacher has to teach 70-80 students of the Class. The work of the teacher is limited only to the extent of maintaining the discipline and he is unable to improve the teaching-learning situations. Programme of quality improvement must include provision of at least one more teacher in these schools. Every

effort should be made to ensure that one of the two teachers in every school is a female, and for this purpose, depending on circumstances obtaining in different areas, local educated female may be selected, with a provision for special training and opportunities for improving their qualifications. Such a strategy may also become necessary for male teachers in remote rural areas.

In order to help the teacher, the multigrade system has been trialled and a comprehensive package of materials for providing guidance to teachers in multigrade teaching situations has been prepared. In BEP, in the first round of in-service teacher training programme, it has been discussed from various angles e.g., seating arrangements in the classroom for multigrade teaching, role of peer leaders, monitors, group learning, preparing a time plan for subject teaching and exercises/activities, preparing a teaching plan for a day, teaching strategies etc. Teachers were supposed to probe and discuss their situation during training and to prepare a detailed plan for their own use.

In DPEP II and III the issue of multigrade teaching has also been kept at core during in-service teacher training, particularly in the second and third rounds of training. Teacher training packages expose the teachers to different management issues e.g., time, material resources, classroom organisation, group learning, lesson planning, optimisation of teaching time and resources available, teaching-learning strategies etc. During third round of training teachers were required to prepare content and grade specific material and lesson plan for classroom to be handled by them and practise them in real classroom situations.

7.2.3 Teacher Motivation

With a view to ensure motivation, primary teachers get competency prize of Rs 500/-at district level on the basis of their quality performance and good results. The project is applicable in hilly tracts as well as in plains.

Teachers get prizes at the state and national level also. Under this scheme some selected teachers of primary and upper primary get prizes and are honoured by the State or Central Government. The selected teachers get woollen shawl, medal, certificate and amount of twenty thousand rupees in cheque.

7.3 Teacher Education for Secondary Stage

7.3.1 *Teacher Education Institutions*

The state has been operating with different kinds of training institutions to produce a large number of trained teachers every year for secondary level. These may be classified as follows:

1. B.Ed. Colleges
   (a) Affiliated to a university
   (b) University Department of Education
   (c) Autonomous Colleges of Education
2. LT Training Colleges which are now discontinued
   (a) CPI for Arts and Science Stream
   (b) Government Women's LT Training College
   (c) Government Home Science Women's Training College
   (d) Government Basic LT Training College
   (e) Government Constructive LT Training College
   (f) Other Private LT Colleges for General Streams
   These private colleges have now replaced LT Training with B.Ed. Course.
3. Other institutes that offer
   (a) D.P.Ed. Diploma
   (b) Diploma in Guidance Psychology
   (c) Diploma in English Language Teaching

The state has 105 Colleges of Education in all. These are affiliated to the University within whose territorial jurisdiction they are located. Besides, there are 16 University Departments of Education and 3 IASEs (of these one is being upgraded now to IASE status). B.Ed. Colleges in U.P. are mostly part of the colleges of education or a part of the Faculty of Social Sciences. Out of 71 Colleges 19 are part of the Colleges of Education that conduct M.Phil. and Ph.D. Programmes alongwith B.Ed. 52 institutions conduct only B.Ed. course. Of these, 10 are for women's training and 3 are autonomous institutions. College of Education, Lucknow University and College of Education, Ruhelkhand University, Bareilly have been upgraded as Institutes of Advanced Study in Education.The Central Pedagogical Institute (CPI) now known as Department of Humanities and Social Science is currently being upgraded as an IASE.

These colleges conduct the following courses and follow different approaches:

1. B.Ed.
   (a) Conventional Approach
   (b) Non-conventional Approach
      • In-service Courses
      • Parallel Courses
      • Educational Computing
      • Vocational Education
      • Special Education
      • Correspondence Courses
2. M.Ed.
   (a) Conventional Approach
   (b) Non-conventional Approach
      • In-service
      • Vocational
      • Applied
      • Semester System
3. M.Phil.
   (a) Conventional Approach
   (b) Non-conventional Approach
      • Vocational
4. Ph.D.

7.3.2 Admission Procedure and Curricula

The minimum qualification for admission in the B.Ed. course of any university is graduate or its equivalent in arts, commerce and science from any recognised university. Only those who possess B.Ed. degree are qualified to teach at secondary level of education. For the 10+2 stage only a post graduate in the subject with B.Ed. degree is qualified to teach.

For admission in B.Ed. courses all the universities of the state conduct admission test according to the rules and procedure approved by the concerned university. Once the basis of the test and process is specified, the university prepares the merit list for the seats sanctioned for each affiliated B.Ed. College. A similar pattern of admission prevails in respect of admission to M.Ed. also. The formating of admission tests and weightage accorded to various parts, however, vary from one university to the other.

For Registration to M.Phil (Education) 55 per cent marks at M.Ed. or M.A. (Education) are essential. The merit list is

prepared on the basis of the marks obtained in the subject offered and the students are admitted as per the sanctioned seats.

For registration to Ph.D. in Education 55 per cent marks in M.Ed. or M.A. (Education) or M.Phil. are essential. A scholar is registered for the Ph.D. programme only after the research theme chosen by him/her is approved. The number of seats sanctioned for Ph.D. in different universities also vary according to the strength of faculty positions.

So far as reservation of seats is concerned about 50 per cent seats are for the general category students and the rest 50 per cent are set apart for the reserved quota according to the following categories:

Scheduled Castes	21 per cent
Scheduled Tribes	02 per cent
OBCs	27 per cent
Handicapped	02 per cent

The present policy of conducting admission tests was adopted after the declaration of National Policy on Education —1986 and Programme of Action —1986. The admission tests were started during 1989-90 and these seem to be quite effective.

7.3.3 In-Service Teacher Education at Secondary Level

Before 1987, in-service programme for secondary level teachers used to be conducted as part of the continuing education programme but now-a-days no such massive programme for secondary level teachers is conducted by the universities and colleges specially for orientation of teachers in teaching subjects and for promoting the use of innovative practices as is being done in the case of elementary level teachers.

The in-service education programmes of above nature have been conducted by Sampuranand Sanskrit University, Varanasi as two-day refresher courses and by Mahatma Gandhi Kashi Vidyapith, Varanasi for in-service teachers comprising two semester courses on a self financing pattern which stand discontinued now.

The Institutes of Advanced Study in Education, Lucknow and Bareilly have started recently in-service courses for secondary level teachers. Lucknow University conducted refresher programmes in environmental education as well.

The SCERT, Lucknow and its various departments and special institutes have been conducting some in-service programmes in the area of their specialisation for a few decades.

Research in the area of school education has shown that achievement level of students is very low not only in U.P. but also in most other states of the country. To ensure a minimum acceptable level of learning among the learners, in-service teacher training programmes have to be launched in a comprehensive manner. The newly created educational structures of Block Resource Centres and Nyaya Panchayat Resource Centre have to be strengthened in order to conduct in-service teacher education programmes effectively and closer to the place where teachers work.

7.3.4 Coverage of Secondary School Teachers and Trained Teachers—Demand and Supply

The coverage of secondary school teachers and the demand and supply position in respect of elementary and secondary level trained teachers are reflected in Tables 7.2 and 7.3.

Table 7.2 : Coverage of Secondary School Teachers—In-Service Teacher Education During 9th Five Year Plan

Year	Objectives/Targets	Duration
1997-98	Development and Publication of Curriculum Packages	1 year
1998-99	Training of 20,000 Teachers	6 days
1999-2000	-do-	4 days
2000-2001	-do-	4 days
2001-2002	-do-	4 days

Source : *Teacher Education in U.P. — States Studies on Teacher Education,* NCTE Publication (1999).

Table 7.3: Trained Teachers—Demand and Supply (1997-2002)

Year	Elementary Level			Secondary Level		
	Demand	Supply	Difference	Demand	Supply	Difference
1996-97	4400	4424	+24	1350	18107	+16757
1997-98	4445	4424	-121	1350	18107	+16757
1998-99	4591	4424	-167	1377	18107	+16730
1999-2000	4636	4424	-212	1391	18107	+16716
2000-2001	4683	4424	-259	1405	18107	+16702
2001-2002	4730	4424	-306	1419	18107	+16688

Source : State Education Department, U.P.

- The data indicate that the output of trained teachers of elementary level will have to be adjusted with the requirements of the state alongwith absorption of the backlog of the trained teachers.
- At the secondary level the number of trained teachers is far in excess of demand and as such it can lead to a disturbing mismatch with requirements of the state. Though a small section of trained. B.Eds. may try to get absorbed in other services and may seek admissions to the higher courses e.g., M.Ed. and Ph.D. etc. yet the bulk of these trained teachers will remain unemployed. In fact, there exists a very strong case for proper manpower planning. The State Government with the assistance of Central Government should try to solve these problems.

7.4 Issues

The Indian experience and international research provide firm evidence that proxies for teacher quality, such as type of certification, pre-service education or salary typically are not related to student learning (*Hanushek* ,1994 and *Kingdom* ,1996). What really matters is the teacher's knowledge of the subject (*Fuller* and *Clarke,* 1994). Despite the relatively high level of teachers' formal pre-service education in India, many teachers lack a strong foundation in the subject they teach. For example, in Tamil Nadu only half of grade 4 teachers who were tested could correctly answer 80 per cent of the questions on a test of grade 4 Mathematics knowledge (*Bashir,* 1994).

Accordingly, the focus of future research has to be on improving teacher's knowledge and improving student learning outcome by planning appropriate interventions in this regard. The roles of universities and colleges of education may be readily perceived in so far as planned interventions in selected thrust areas of school curriculum based courses and induction programmes are concerned.

The other teacher qualities which contribute to learning and quality of schooling are the pedagogic skills and competencies in respect of designing, executing and evaluating the effects and impacts of student friendly strategies and methods. Both pre-service and in-service training programmes have to be so organised that teaching skills, particularly the transactional skills are adequately and effectively developed in the behavioural

repertoires of teacher-trainees. It is surprising to find, that in the Indian case, researches done by *Shukla* and others (1994) indicate that pre-service teacher training and teachers' qualifications in this regard are not significantly related to learning achievement. A close examination of teacher training programme at the pre-service levels in the present scenario reveals that it does not provide and lay stress on teaching practice and skills required to meet teachers' needs.

The quality issues linked with teacher characteristics may, therefore, be indicated as follows:

- Improving the knowledge base of teachers by raising pre-service education;
- Improving the quality of pre-service and in-service teacher education programmes in respect of teaching skills and competencies;
- Improving the motivation and will level of teachers at secondary levels through performance incentives and better working conditions;
- Improving the training programmes by incorporating the discussions and plans on introducing packaged interventions for addressing the components of multigrade, multilingual and multi-background situations;
- Improving the skill level of teachers by enabling them to plan, undertake and manage sustainable development through use of action research and other innovative strategies;
- Exposing teachers to a continuing programme of capacity building with an eye on improving organisational ethos and academic climate of the school.

In a national scenario, there is a substantial number of secondary teachers who belong to the category of untrained or under-trained. In certain regions like the North-East, there are even under-qualified teachers. The situation obtainable in the state of U.P. specially in respect of government and government aided schools appears to be much better so far as the academic and professional qualifications of teachers are concerned. However, in respect of in-service education the situation is a bit dismal. According to an estimate of the GOI on an average 40 per cent of the teachers are provided in-service education once over a period of five years. Regarding non-formal education, much more needs to be done to prepare teachers and other functionaries for

the system. However, in-service education and training of teachers remains a field with few theoretical or conceptual roots (*McLaughlin* and *Berman*, 1984) and meagre research base (*Swenson*, 1981) despite a considerable investment in terms of time, money and energy in the in-service training of the teachers being made.

In view of the conceded principle that the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system, these observations need lot of soul searching and reflection at the level of policy makers in particular. There is no gainsaying the fact that the task of ensuring qualitative change in the teacher education system itself is becoming rather irksome and challenging.

During the past six decades or so several attempts have been made to modify and indigenise the inherited system of teacher education. But the system persists with its usual chores to function more or less on the same old footing, the same old principles, similar content and approaches characterised by continuity and unwillingness to change. The most painful aspect of the situation is that despite the establishment of a statutory body in the name of NCTE, the magnitude of the task in respect of reforming or reengineering teacher education programmes and policies in the country as a whole and that of U.P. in particular assumes a menacing proportion.

The teacher education programme is closely connected with the development and quality ethos of the school education. By and large teacher education has remained conventional in its nature and purpose. It has been unresponsive to the various needs of the school system specially after the adoption of 10+2 educational structure. There is an overarching tendency in the teacher education courses to make them theory dominated rather than rendering them skill or competency based. The cleavage between theory and practical components is so obvious that it hardly throws an impression of being geared up to produce competent (skilled) and committed teachers. Thus, both at the primary and secondary stages of education, the quality of teacher-preparation has to be examined in terms of the needed pedagogic renewal perspectives, competencies and value orientation.

The issues relating to teacher preparation with specific reference to U.P. teacher education scenario may, thus, be encapsulated as follows:

- Stage specific preparation of pre-service teacher must be given a new orientation and coverage;
- The prospective teachers be given induction courses in the new emerging issues relating to Constitutional mandates, the need of socially disadvantaged and physically and mentally challenged groups;
- The accent in teacher preparation should be on development of both competencies as well as needed value frame. For the former modular courses should be designed while for the latter the DIETs, the IASE and CTEs be assigned the responsibility for preparing comprehensive competency-based packages under the direction/monitoring of the SCERT.

7.5 Process of Internal Academic Supervision in Schools

At present the process of internal academic supervision in schools has not been formalised. Such functions are being carried out by the principals/ headmasters/ coordinators and various committees formed in the context of school structures. For primary education the coordinators of BRCs/CRCs are supposed to supervise the teaching-learning activities and their qualities. In addition to this the Village Education Committees have also been entrusted with the responsibility of such internal supervision at the panchayat level.

In secondary and senior secondary schools the process of internal academic supervision is controlled by the principals and the subject committees formed at the school level informally by the principals. In addition to this, for monitoring the various curricular activities teacher incharges are designated to exercise control and co-ordination in respect of these programmes and activities.

7.6 Students Evaluation

7.6.1. The Backdrop

Student evaluation constitutes one of the most important aspects of quality improvement in school education. All the same, it is the area that has been viewed in divergent perspectives by experts from the field of education and policy makers. In this connection, the observations of *Zakir Hussain Committee Report* (1938) that the system of examination prevailing in our country has proved a curse to education and that of *Mudaliar Commission* (1952) that "they have so pervaded the entire atmosphere

of school life that they have become the main motivating force for all efforts on the part of pupil as well as teacher" appear to be pertinent even now. *Kothari Commission* (1964) also highlighted their weaknesses when it stated that the evils of examination system in India are known to every body. The National Curriculum Framework for School Education — 2000 has raised the alarm that "Ideally speaking whatever is taught should be tested. But, the practice is reverse. It is that whatever is tested is taught".

Two terms "Measurement" and "Evaluation" are sometimes used as synonymous. In fact, measurement is the process that leads to evaluation. Thus, one is the means while the other is the end. However, it goes without saying that ineffective evaluation procedure often leads to faulty evaluations. Considering operational definitions of measurement it may be pointed out that measurement is a precise, quantitative assessment of outcomes of instruction while evaluation is a wider, more comprehensive and sustained process of assessing students progress. Evaluation is not concerned only with the assessment of achievement in cognitive domain but goes further and is integrated with the whole process of education, including improvement of instruction. It involves assigning of symbols to a phenomenon in order to characterise the worth or value usually associated with reference to some social, cultural or scientific standard. In education, it generally refers to the process of gathering and interpreting evidence on changes in the behaviour of the students as they progress through school.

7.6.2 *Prevailing System*

The prevailing practices of evaluating pupil's progress in schools of U.P., vary from pre-primary to senior secondary stages of schooling. At pre-primary stage most of the schools are situated in urban areas where emphasis is on learning through play. Thus, pupils' activities form the basis of evaluation and formal examinations are more or less absent. Students are assigned 'Grade' and not marks. In the lower primary stage generally a no-detention policy is being followed where home examinations are conducted by teachers and students are promoted to next grade automatically. At Class V level there are terminal examinations. All students belonging to a particular area are examined in the upper primary schools of that area. Usually, some junior officers of education department or Headmasters of the upper

primary schools conduct the examination. For Classes VI and VII home examinations are conducted by their teachers but final results depend on the performance in annual examinations. A public examination is held at Class VIII level in schools run by Zila and Nagar Panchayat and also for private candidates. This examination was previously known as Vernacular Middle School examination and used to be conducted at state level. The present upper primary school examinations started in 1951 and used to be conducted at district level through written tests common throughout the state. However, upper primary schools under private management used to conduct home examinations for Class VIII and promote students to next grade. This practice is now being replaced by the district level examination conducted by the SCERT through its relevant structures.

At the level of secondary education a system of two-year High School followed by 2 years of intermediate popularly known as Junior Secondary and Senior Secondary Stages of school is being followed. At Secondary Stage generally three home examinations namely quarterly, half-yearly followed by annual are held and the total performance becomes the basis of promotion to Class X. The Public examination is held at Class X level and is conducted by the Board of Secondary Education of U.P. Similar pattern is being followed for Classes XI and XII. A large number of secondary and higher secondary schools is recognised by CBSE and ISE boards but the pattern of examination is more or less the same. Two central universities conduct their own examinations for secondary and senior secondary schools run by them. The pattern of examination is not different from that of the U.P. Board. The latter provides facility of appearing privately at both the examinations after a gap of two years since passing Class VIII and Class X respectively. It is evident from the foregoing description that:

- A comprehensive and continuous evaluation concept has not been adopted in these examinations;
- The concept of minimum level of learning has been confined only to grades I to IV of primary schools and that too in a limited sense;
- The examinations are conducted mostly in essay form without established reliability and validity and are not supplemented by other objective and non-cognitive types of examinations;

- No detention approach is used only in the first four grades of primary schools;

  However, some reforms have recently been introduced:

- At secondary stage workload has been reduced by separating courses of Class IX from Class X and High School examination is based only on courses prescribed for Class X;

- In external examinations some objective type questions have been added to make these examinations more objective.

7.7 Policy of Non-Detention

The term should preferably be replaced by 'non-detention policy' as advocated in *National Curriculum Framework for School Education — 2000* which means that after completion of required teaching-learning hours every student should be promoted to the next class. This practice can help in reduction of wastage and stagnation at various levels of schooling. The dropout rate may also get reduced as many of failed students are potential dropouts. However, non-detention policy should not be used without proper preparation. Some points which should be kept in mind are:

- Minimum levels of learning should be fixed and passing of these levels should be made compulsory;

- A minimum level of attendance (in the range of 60 per cent) should be fixed and compulsorily undergone by each student;

- It should be ensured that students have acquired necessary knowledge, skills and competencies for this level;

- Teachers should not be given wrong impressions that in non-detention class they need not be serious in their teaching work;

- Non-detention policy does not mean 'no evaluation'. In fact, comprehensive and continuous evaluation must form an integral part of this programme;

- There cannot be good non-detention programme without adequate diagnostic programmes followed by remedial teaching programmes.

Thus, implementation of non-detention programme needs serious preparation and follow up action. It is, therefore, apparent that introduction of this programme beyond primary stage of education is not possible in near future.

7.8 Comprehensive and Continuous Evaluation

One examination at the end of a course to be the sole basis of promotion to the next grade has been criticised by educational experts as it encourages students for selective study and for guessing about possible contents of the question papers. As there is only one chance of success students become very tense during this period and try to depend upon rote memory or even resort to use of unfair means creating problems of indiscipline in the examination halls and outside the schools. Cases of violence against invigilators and examiners have been increasing in the recent past. Solution to many such problems is available in continuous and comprehensive evaluation.

The system of continuous and comprehensive evaluation requires that the courses be divided into suitable units with well defined objectives in terms of knowledge, skills and competencies for both cognitive and non-cognitive domains. Evaluation is to be attempted for completion of each unit. In this kind of evaluation learner is constrained to learn a unit sincerely and teachers are required to teach each unit with sincerity. Continuity in the evaluation is maintained as learning and evaluation go almost simultaneously. However, success of this type of evaluation is dependent on the fact that teachers divide courses into units, prepare additional material for making the coverage of each unit smooth and devise tools—teacher made or standardised, to evaluate various learning outcomes. Maintenance of pupils records is also important in this kind of evaluation.

It is heartening to note that the Department of Education of U.P. through its technical wing of SCERT and Bureau of Psychology is going to launch CCE from the next academic session for the primary schools of the Basic Siksha Parishad. The trialling of the complete package developed in this regard has been completed for all the schools of a block in three districts of the state.

7.9 The Public Examination System

The common public examination system in the state is available at three levels:
1. Upper primary examination in Class VIII
2. High school examination in Class X
3. Senior secondary examination in Class XII

- Upper Primary School examination comes under the purview of *Basic Shikshan Parishad* U.P. The question papers are common for the whole state though examinations are conducted at the level of the district. The students of all the schools run by Zila Panchayat and Nagar Panchayats and other local bodies as well as private candidates appear in these examinations. In such examination there are predominantly essay tests but efforts are being made to introduce objective type questions as well. For safe and smooth conduct of these examinations, U.P. Public Examination Act was implemented in 1992, which was discontinued in 1994, and has come into force again since 1992.

- *Secondary and Senior Secondary Level :* The Board of Secondary Education U.P. is conducting two examinations. These are known as High School Examination for Class X students and Intermediate examination for Class XII students. These examinations constitute one of the biggest examinations not only of the country but also of the world. The Board was established as early as 1921 with 5,744 examinees. This number rose to about 23 lakh for High School and 5.97 lakh for Intermediate in the year 2000. Besides regular students, large member of private students are also taking up these examinations.

To streamline examination procedure certain measures have been taken from time to time. These include the following:

- The Board's central office at Allahabad has been split into five regional centres situated at regional headquarters in the state;
- To ensure smooth conduct of examinations, U.P. Public Examination Act has been enforced to check use of unfair means;
- Invigilation in examinations, checking of answer books and evaluation work at evaluation centres have been made a part of the duties of teachers;
- The duration for completion of evaluation work at various evaluation centres has been increased from 10 to 15 days;
- The remuneration for evaluation work and other related work has also been suitably revised since 1998;
- Preparation of results has been computerised;

- Examination fee structure has been made more reasonable by enhancement in fees;
- In the allotment of examination centres Sewakendra System has been introduced in which girl candidates can appear from their own institutions while boys are assigned to centres nearer to their own schools;
- In order to check malpractice in evaluation, allotment of examination centres to evaluation centres is being handled through use of computers;
- To establish authenticity of the candidates, provision has been made to print names of both parents on the certificates. Printing of photograph of the concerned candidate on certificates is also under consideration.

The following points specially come to the fore when one thinks about the weaknesses of this kind of examination:

- All examinations are predominated by essay type tests, externally conducted evaluation and by displaying performance standard in the form of aggregate scores reducible to three categorisation of 1st, 2nd and 3rd divisions.
- No systematic attempt has ever been made to study the validity and reliability of these examinations and to improve them on the basis of feedback so obtained.
- Compared to CBSE and ISCE Boards, level of performance of U.P. Board examinations is too low causing problems in getting selected for jobs or higher education when criterion of selection is the aggregate marks scored by them.
- Low pass percentage is also due to the no-detention policy where upto Class IV there is no evaluation of students and no remedial measures for weak students.

7.10 Analysis of Examination Results of U.P. Board for the Last Five Years (1996-2000)

Table 7.4 contains a summarised version of the results of high school and intermediate examinations in the past five years extending from 1996 to 2000 for boys and girls as well as in the total group. Pass and fail percentages of U.P. Board of High School and Intermediate Education examination results 2000 are also shown in Fig. 7.1.

Although the data embodied in Table 7.4 are rather insufficient for any quantitative and qualitative analysis, some broad features that may be adduced are as follows:

Table 7.4 : U.P. Board Results of Past Five Years

Year	Pass Percentage		High School		Intermediate	
	High School	Inter	Boys	Girls	Boys	Girls
1996	44.46	72.43	37.01	65.61	67.28	84.17
1997	47.94	68.18	40.32	69.57	62.41	82.39
1998	28.07	55.29	18.21	54.92	46.31	74.20
1999	36.79	61.34	23.68	40.95	53.6	78.4
2000	30.36	68.28	24.46	47.19	60.37	81.81

Source: Secretary Board of High School and Intermediate Education, UP, Allahabad

- The pass percentage for High School students has remained below 50 per cent and for Intermediate the same never reached above 75 per cent. It may be surmised that majority of failure cases belong to private category who are not so serious about their studies. It is a fact that all those who fail, add to the high percentage of wastage and stagnation at secondary level of education. Several lakhs of youth are, thus, branded as failures causing physical and mental agony to them. It is a colossal national waste of human resource;

- Incidence of use of unfair means is directly linked with the results of examinations. Lowest pass percentage may also be linked with the introduction of the 1992 Act in respect of unfair means. This is evident from the pass percentage figures of 1992 when the Act under reference was first introduced. Thus, the figures reached as low as 14.7 per cent for High School and 30.38 per cent for Senior Secondary as compared to corresponding figures of 1991 which were 58.3 and 80.54 respectively.

- Sex-wise analysis of these results shows that girls have shown a better performance in High School as well as Higher Secondary Examinations.

- The comparative assessment of records of various evaluation centres and various examiners at the same centre can give indication whether board's system of providing model instructions to examiners on all the centres has any effect. A welcome change in the procedure has been announced by the government of the state to the effect that after evaluation work is over some answer-books will be scrutinised by experts to ensure proper evaluation.

7.11 Quality of Government and Non-Governmental Institutions

There was a time when government schools in a district provided a model for other aided and private schools. Now the scenario has changed. Both government and aided institutions due to lack of resources have been left behind by non-aided private institutions. Private institutions are charging heavy fees and are in a position to construct impressive buildings having various educational gadgets. In the area of primary education many schools run by local bodies do not have school buildings or are having old dilapidated buildings with no equipments. State Government has tried to help by providing facilities under Operation Blackboard and DPEP schemes allowing Rs 450/- per teacher to spend on equipments.

The condition is more or less the same at secondary level. The responsibility of making payments to teachers in government and aided schools vests with the State Government and this takes away a major part of the sum allocated to education. Generous scheme of fee concession has added fuel to the fire. The community support is one area of hope and 'parent teacher associations' and their involvement in making the schools viable, needs encouragement. It hardly requires any mention that any improvement in the quality of education is directly linked with learning facilities available in schools. These include provision of teachers as well as the infrastructural facilities. This calls for making available financial assistance by raising budgetary allocations for education, may be through imposing some kind of educational cess in the state. A comparative view of the quality of government and non-government institutions in U.P. may be obtained by analysing the results of High School and Intermediate examinations in terms of pass percentages. These results, although, may not be considered as only indicators, may to some extent provide an insight into the relative performances of the institutions in accordance with a popular criterion. Table 7.5 has been drawn for the pass percentages for 1999 examinations of U.P. Board in respect of all the five regions in the State. The data for other years could not be available.

Table 7.5: Results of High School and Intermediate in Respect of Government and Non-Government Institutions in Terms of Pass Percentage, 1999.
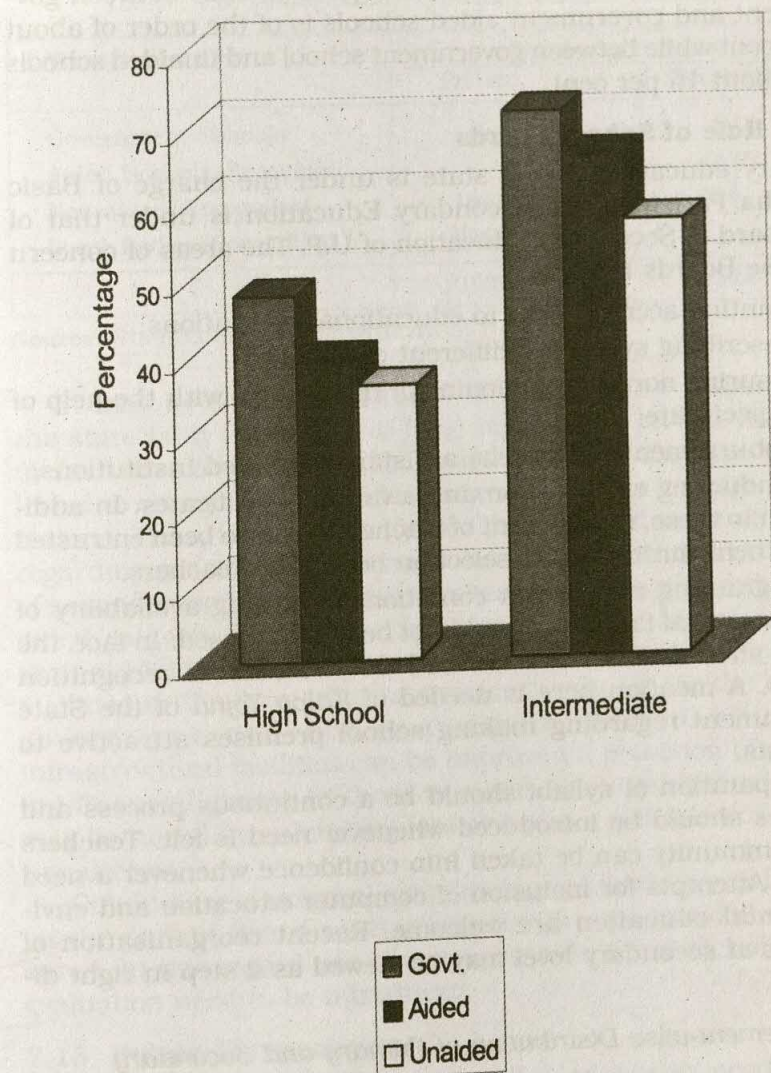
Region	Government School		Government Aided		Unaided	
	Appeared	Pass	Appeared	Pass	Appeared	Pass
High School						
Meerut	9666	5208	292300	114113	60132	227237
Ram Nagar	89409	41381	95197	42765	18215	7562
Bareilly	12871	5226	163315	67274	17447	6423
Allahabad	28669	1456	304993	118100	276607	88331
Varanasi	28213	15020	466144	185421	121639	53670
Total	168828	81361	1318349	527673	494040	178723
%	48.19		40.02		36.17	
Intermediate						
Meerut	6057	4368	35103	20864	154794	89099
Ram Nagar	43730	31348	17264	13052	-	-
Bareilly	7650	5243	43014	29915	4453	3050
Allahabad	18412	13978	168160	110447	102173	55751
Varanasi	19853	13890	532037	347134	34206	22055
Total	95702	68827	7955578	521412	295632	1669955
%	71.91		65.53		57.48	

Source: Secretary, Board of High School and Intermediate Education, U.P., Allahabad

It is evident from the perusal of Table 7.5 that the pass percentages in respect of government and non-government institutions although not very substantially different, are somewhat at variance. This holds good in respect of both High School and Intermediate examination results of 1999 as reflected in the Table. According to this Table in the case of High School Examinations the pass percentage for government schools comes out to be 48.19 whereas for government-aided and unaided schools these are 40.02 per cent and 36.17 per cent respectively (Fig. 7.2). This shows a difference of about 8 per cent in government aided and of about 12 per cent in the case of unaided as compared to that of government schools.

It may be further read from the Table under reference that for the Intermediate Examination of 1999 the pass percentage in case of government school is 71.91 whereas for government aided and unaided schools, the corresponding percentages are

Fig. 7.2: High School and Intermediate Pass Percentage by Type of School Management (1999)

65.53 and 57.48 respectively (Fig. 7.2). It is obvious, therefore, that the magnitude of pass percentage difference between government and government aided schools is of the order of about 7 per cent while between government school and unaided schools it is about 15 per cent.

7.12 Role of School Boards

Primary education in the state is under the charge of Basic Shiksha Parishad and Secondary Education is under that of the Board of Secondary Education of U.P. The areas of concern of these Boards include:

- Granting accreditation to educational institutions;
- Prescribing syllabi for different courses;
- Ensuring normal functioning of the schools with the help of inspectorate;
- Disbursement of financial assistance to aided institutions;
- Conducting examination and awarding certificates. In addition to these, recruitment of teachers has also been entrusted to them through state selection boards for teachers.

In granting recognition conditions regarding availability of infrastructural facilities should not be compromised. In fact, the Board should adhere to the laid down norms of recognition strictly. A mention here is needed of *Kalpa Yojna* of the State Government regarding making school premises attractive to students.

Preparation of syllabi should be a continuous process and changes should be introduced whenever need is felt. Teachers and community can be taken into confidence whenever a need arises. Attempts for inclusion of computer education and environmental education are welcome. Recent reorganisation of courses at secondary level may be viewed as a step in right direction.

Management-wise Distribution of Primary and Secondary schools

Management-wise distribution of Primary and Secondary Schools is Given in Table 7.6

Table 7.6: Management Type and Number of Schools

Management Type	Number of Schools	
	Primary	*Secondary*
Government Schools	-	548
Aided Schools/Recognised	-	4435
Non-aided/Recognised	16620	6541
Local Bodies/Recognised	88684	-
	105304	11524

Source: State Education Department of U.P.

It may be seen from Table 7.6 that primary education in the state is in the hands of local bodies and private management. Local bodies have financial crunch as they are not allowed to charge high fees like those of privately managed institutions. Thus, schools run by local bodies need more attention regarding providing of minimum learning facilities. In the case of secondary schools largest number of schools are in the non-aided category which have freedom to charge high fees from their students. They are in a position to provide better learning facilities in the form of infrastructural support. In the case of government and non-government aided institutions infrastructural facilities can be improved if provision of providing financial grants to them is made. Some additional funds may be raised by enhancing fees or making provision of educational cess.

Conducting of external examination demands special efforts on the part of Board so that fairness in examinations are ensured. In this regard use of new approaches and techniques of evaluation need to be introduced.

7.13 Future Perspectives

The problem of quality improvement in education needs to be addressed from different angles. For improving the system of evaluation concerted efforts are called for. Some of the measures in this direction may be indicated as follows:

• Development of evaluation tools and techniques required for making evaluation more and more reliable and valid need to be accorded priority. Three IASEs established in University of Lucknow and Bareilly and the erstwhile Central

Pedagogical Institute of Allahabad will undertake the work of examinations reform. The emphasis will have to be laid on preparation of objective type tools on the one hand and training of school teachers in making proper interpretations of results on the other.

- Bureau of Psychology at Allahabad has been a very well known centre in this regard since long. It can make special contribution in preparation of non-cognitive type tools to cover such aspect of learning in school education. DIETs can also play a similar role in the area of primary education.

- Various Departments of Education in the Universities and Colleges of Education of the state are already conducting research work in the areas of evaluation in education. Some kind of cooperation between these research workers and school teachers will give fruitful results. The State Council of Educational Research and Training can serve as coordinating agency in this regard.

- Already question banks are, available in various subjects for various levels of learning. They need to be expanded further so that teachers have no problems in evaluating progress of their students.

- Old system of giving 'divisions' in examination needs to be improved and replaced by grading system in due course. Some public examinations are already using this system. It is hoped that Board of Secondary Education, U.P. will also follow the example.

- The gradual introduction of the scheme of continuous and comprehensive assessment beginning in respect of which has already been made in selected districts of the state may be strengthened further.

- Tools for testing 'Minimum Level of Learning' are already available for Classes - I, II and III. In the near future MLL for higher classes can be developed. Even for Classes I, II, III, enhancement in MLL needs to be attempted.

- Diagnostic and remedial teaching programmes benefit low achievers specially those who are victims of gender bias or social disadvantage. Special assistance can thus be provided to girls, students from rural areas and students belonging to scheduled castes, scheduled tribes and other backward classes.

- Reforms in the field of examinations/evaluation may be thought of in the light of the perceived difficulties and bottle-necks. Some of these may pertain to changing the pattern of question papers by incorporating more objective and standardised marking and evaluations and improved methods of conduct of examinations.

CHAPTER 8

Academic and Administrative
Support System in School Education

The principal concern of the chapter is on highlighting the existing academic and administrative support system in school education of the state. It also attempts an analysis of the prevalent practices directed at management and control, the new supervisory structures created and the strategies evolved to achieve symbiosis among the various constituents functioning under the school education scenario.

The present chapter is divided into two parts—Academic Support System and Administrative Support System. In the first part, which deals with the Academic Support System, a very comprehensive picture with regard to the academic support provided to the teacher for raising her/his competencies has been given. This includes a description of the support structures created at the state and district levels with reference to the curriculum, textbooks, orientation of teachers and the academic role of the school boards, DRCs and BRCs. The second part is devoted to depicting the Administrative Support System in keeping with the needs of promoting literacy, school education development and alternative schooling. It also delineates the various strategies adopted over the years to streamline administrative and supervisory mechanism, innovation, issues pertaining to autonomy, accountability, institutional self-evaluation and training of educational planners and administrators.

8.1 Academic Support System

The term 'Academic Support' is a new coinage. As used here it refers to the network of programmes, activities, instrumentalities, such as curricula and textbooks and institutional structures created for the purpose of achieving the goals and

targets set forth in the school education system. The overall concern of the academic support system is to raise the competency levels of the teachers, academic administrators, supervisors and other functionaries. To accomplish this specific task, structures and resources have to be created and monitored so as to ensure quick and competent handling of the factors and variables. In the past decade several strategies have been suggested in respect of enhancing teacher competencies. The concern for rendering the teacher education programmes responsive to these strategies has been articulated at the two apex level institutions viz. the NCTE and the NCERT. The advocacy is for designing courses and programmes of teacher education at various levels with an eye on the competencies required for curricular transaction on the one hand and in meeting the needs and challenges in respect of promoting community involvement in the school processes on the other. It will also hopefully pave the way for shifting the concerns from teacher centredness to learner centredness. The following discussion brings out the position about the nature of programmes undertaken to raise the competence of teachers during the pre-service and in-service training programmes in the state.

8.2 Raising Teacher Competencies: Nature of Programmes and Coverage

For raising teacher competencies, a number of training programmes have been organised. Under UPBEP the *first cycle* of teacher training commenced in 1994. The core component of the training package was UNESCO Resource Pack which provided a base for activity oriented training and learning. The main areas of this pack were active learning; negotiation of functional goal related objectives; demonstration, practice and feedback; continuous evaluation and support. Other main components of the training package were preparation and use of teaching-learning aids, school readiness, basic concepts drawn from Mathematics, Hindi and EVS, multigrade teaching, other modes of learning, school improvement plan, use of Mathematics and Science kits. The material was developed in the medium of Hindi by a core team of the state identified under the guidance of NCERT experts. The NCERT experts trained the core team for a period of 21 days. The core team, in turn, provided 18 days training to 3-4 master trainers of each DIET belonging to the project districts. This cascade model was further applied to orient Block

Resource Persons at block level, comprising BRC coordinator, assistant coordinator and 3-4 well known teacher educators in that particular area.

Training of teachers started at the Block Resource Centres as well. In the preliminary rounds of the training course, master trainers were required to be present in order to provide necessary guidance to resource persons. Training sessions were based on participative and experiential approach with a focus on finding out solutions to actual and potential problems of classroom situations. A summative evaluation of the training programme was done to further improve and strengthen the delivery of the package.

Thus, in 10 project districts more than 42,000 teachers were trained in the first cycle of teacher training. Needless to mention that this new approach to training made its mark on classroom processes in as much as they were re-shaped into being more active and joyful. It was observed that during the early stage of the cycle it was a bit difficult to give up the existing teacher-centred traditional method of teaching but the continuous on-flow of the activity-based approach highlighted the scope for learner-centred education in primary schools.

The succeeding cycles of teacher training focused on important content areas. The approach remained what it was in the first round of activity based learning.

The *second cycle* of teacher training stressed on Language teaching—with the concern for development of basic competencies. During this period minimum levels in respect of learning for Hindi were identified. Thus, the training course as a whole centred on competency based teaching-learning in the classroom. The instructional material was developed by subject specialists and experts. A cascade model of training was followed in this case also. Master trainers from DIETs received training and in turn they trained the resource persons of the BRCs. Teacher training courses were conducted at the Block Resource Centres and in this way more than 43,000 teachers in the project districts were imparted training. Preparing teaching-learning aids for effective instruction in respect of Language was identified as an important area in this course.

The *third cycle* of the teacher training was devoted to developing reading habits and reading readiness. The supplementary reading material *Indra-Dhanush* formed the base for

this training. A teacher-training manual for supplementary material was developed by SCERT. The training course also aimed at making the classrooms more joyful and vibrant by making use of self-prepared teaching-learning material and instructional aids. This training cycle was attended by more than 43,000 teachers.

The *fourth cycle* of teacher training was organised to improve the subject knowledge and pedagogic skills of teachers in the areas of basic concepts of Mathematics teaching. The results of baseline and mid-term assessment of students' achievement had indicated that teaching of Mathematics was rather a weak area. Many teachers in primary schools were themselves not acquainted with the basic concepts of Mathematics and were by and large unable to develop appropriate competencies in the students. The training module on Mathematics addressed these specific areas. This module was developed with the help of experts from the Centre for Advanced Studies in Education, Jamia Milia Islamia, New Delhi, NCERT, CIET, EDCIL, SIE and a team of practising teachers. The module was enriched considerably with the inclusion of different activities which helped in rendering the learning of Mathematics a joyful experience.

In this cycle, a holistic school approach was adopted. Training based on Mathematics package was imparted to more than 43,000 teachers.

The *fifth* and *last cycle* of teacher training was based on the teaching and learning of Environmental Studies comprising History, Geography, Civics and Science. It was again an important area and the concept-based packages with appropriate activities for learners were developed. By involving about 43,000 teachers, the formal training programmes for primary teachers in U.P.BEP districts were conducted with due emphasis on modular and participatory approach.

8.3 Teacher's Training in DPEP Districts

The teacher training in the first round (1997-98) focussed on;
(i) Motivating the teachers and improving their self-image;
(ii) Equipping teachers to analyse the existing situation, especially in the context of gender and disadvantaged groups;
(iii) Enabling teachers to promote community participation and ownership; (iv) Providing an insight into child-centred, activity-based, joyful classroom transactions and creating a 'vision' of

an ideal school scenario; and (v) Empowering teachers for improved classroom transactions.

The cascade model of training as referred to earlier has been employed, but one level of the cascade has been deleted, to limit the transmission loss. The agency conducted training for 25 DRG members for a duration of 10-day and for selected teachers of each district. In this continuation two rounds of teachers' training (45 teachers in each round) have been conducted to identify the trainers. From among these trainers, teacher trainers were identified to conduct the next level of training. The selected trainers underwent 5-day TOT which was imparted by the outside consultant agency. The DRG members and teacher trainers also conducted 10-day teacher training programmes at the DIET level. New trainers were, however, continuously identified from among teachers. and provided with TOT inputs. All the training programmes are necessarily of a residential nature, in order to promote maximum participation and interaction.

The training module 'Shikshakodaya' was developed with the help of DEVNET, a consultant agency, DIET staff, BRC coordinators, primary teachers and pedagogy unit of SPO, in the Workshop held from 15-17 October 1997. After the trialing of the module in December 1997, the teacher training at DIETs and also at alternative venues got started in full scale.

It is worth mentioning that all the trainers in the above meet expressed the common feeling that :

- Process of self-evaluation amongst trainees begins whereby they evaluate their own beliefs and perceptions about various processes of teaching-learning, and a child's ability to learn;
- This training helped them to understand the child and their learning processes. They discovered the possibilities of their contribution in relation to school and environment enrichment;
- Earlier their vision of an ideal school was 'good in infrastructure' but now their vision begins with how to make learning a happy experience for every child.

8.4 Role of SCERT, SIEs/DIETs etc. in Promoting Pre-Service/In-Service Training

In a bid to make 'Education For All' and literacy programmes a real success, a multi pronged approach has been evolved by the

SCERT with the SIE and DIETs functioning as nodal units in respect of pre-service and in-service training. The following narration provides a brief account of such activities.

8.4.1 Pre-Service Teacher Education

Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers. The state has a number of teacher training institutions to meet the demand for trained teachers for both elementary and secondary level education—A variety of teacher training institutions, such as nursery teacher's training, secondary level teacher's training institutions, including colleges of education and a number of special Government institutions are contributing to the educational system of the state. The establishment of DIETs and IASEs has improved the education scenario and strengthened the capacity of the state to address the need of teacher education in true perspectives.

8.4.2 In-Service Teacher Education Institutes and Programmes

In the wake of the National Policy on Education —1986, subsequently modified in 1992, in-service teacher education emerged as the main stay for bringing about qualitative improvement in school education. Needed structural inputs were accordingly provided and a variety of in-service education packages were developed. The SCERT has been assigned the role of a nodal agency for the expected quality revolution. In this sector District Institutes of Education and Training (DIETs) and other agencies are also supporting and conducting a variety of in-service education programmes.

8.4.2.1 In-Service Education through DIETs

The in-service education programmes differ in terms of their target groups and duration. Main training programmes alongwith their duration may be indicated as follows:

Training Programme	Duration
(a) Special Orientation Programmes for Teachers (SOPT)	7 days
(b) Reorientation Programmes for Assistant and Head Teachers of Primary Schools	5 days

(c) Reorientation Programme for Assistant Teachers   5 days
of Primary Schools

(d) Reorientation Programme for Head Teachers of
Junior High Schools   5 days

(e) Reorientation Programme for Assistant Teachers
for Junior High Schools   5 days

(f) Thematic Orientation Programmes   7 to 10 days

8.4.2.2   *In-Service Education through Departments of SCERT*

- State Institute of Elementary Education;
- In-service Training in Different Subjects as Defined in its Calendar for Training of Head Teachers of Junior High Schools Under the Scheme of Disabled Children;
- Hindi and other Indian Languages Department, Varanasi : Reorientation of Assistant and Head Teachers of Primary and Junior High School in Hindi — days each;
- English Language Teaching Institute, Allahabad : Reorientation of English Teachers of Junior High Schools;
- Education Expansion, Allahabad:
  - (i) In-service Training in Audio-visuals for Head Teachers of Junior High Schools   6 days
  - (ii) Training of Functionaries of Non-formal Education   6 days

8.4.2.3 *In-Service Training Under the "Education for All" Project*

8.4.2.4 *In-Service Education at Secondary Level*

State Institute of Elementary Education

(i) Training of Assistant Teachers of Secondary   3 days
Schools on Population Education

(ii) Training of Headmasters of Higher Secondary   2 days
Schools on Population Education

(iii) Orientation of Inspectors of Schools in Respect   3 days
of Thematic Programmes

Humanities and Social Science Departments (Government CPI, Allahabad)

(i) Academic Training of Headmasters of Higher
Secondary Schools   10 days

(ii) Orientation Programme of High School Teachers
    in Social Science   6 days

Science Institute, U.P., Allahabad

(i) Reorientation of Science Teachers   5 days
(ii) Reorientation of Science Teachers of High Schools   5 days
(iii)Reorientation Programme of the Teachers of
     DIETs in Science   6 days

Bureau of Psychology, Allahabad

- Training Programme of Lecturers of Education and
  Psychology
- Training Programme for Lecturers of DIETs

Hindi and other Indian Languages Department, Varanasi

- Reorientation Programme in Hindi for High School Teachers

English Language Teaching Institute, Allahabad

(i) In-service Diploma Course for Headmasters
    of High Schools   4 months
(ii) In-service Diploma Course for Lecturers of DIETs
    in English   4 months
(iii)Training Programme for Resource Person in
     English for DIETs Faculty

Education Expansion, Allahabad

(i) In-service Programme for Teachers of DIETs in   10 days
    Educational Technology

Curriculum and Evaluation Department, Lucknow

(i) In-service Programme on Curriculum and Evaluation of DIETs
    Lecturers
(ii) Development of Training Packages for Comprehensive and
    Continuous Evaluation in Schools

8.4.2.5. *In-Service Education by IASEs, University, Departments and Colleges of Education*

Before 1987 continuing education programme was conducted
by universities and B.Ed. colleges of the state for the secondary
level teachers. But at present no such programmes are being
conducted. Some universities conduct the following in-service

or special courses at graduate and postgraduate levels in a very limited way:

- In-service B.Ed. — 15 month duration
- In-service B.Ed. Correspondence — 1 year (on self financing basis)
- In-service M.Ed. Correspondence — 1 year /2 semesters (on self financing basis)
- B.Ed. Educational Computing
- B.Ed. Vocational Education
- B.Ed. Special Education
- M.Ed. In-service Education
- M.Ed. Semester System
- M.Ed. Vocational
- M.Ed. Applied.

8.5 Block Resource Centres (BRCs)

The Education for All programme was initiated in 1993 in 10 districts of Uttar Pradesh to strengthen the system of elementary education. One of the strategies in this regard was the establishment of Block Resource Centre (BRC) and Nyaya Panchayat Resource Centre (NPRC) or CRC. The BRC has been visualised as a decentralised structure for teacher empowerment and school effectiveness. The BRCs are academic resource centres located at the ground level for providing regular and continuing support to school system and its teachers.

The District Primary Education Programme (DPEP) is being implemented in 38 districts of the state. Similar academic resource centres namely BRC and CRC touching ground level are being planned under the 3rd phase of the programme. BRC Co-ordinator and Assistant Co-ordinators have been appointed on the basis of their performance during selection training programmes coupled with their past academic service record. Their selection has been done in a workshop mode.

For the co-ordination of each BRC, one centre co-ordinator has been designated. Usually, the BRC head is the principal of a Junior High School. She/he is assisted by one Assistant Co-ordinator.

The structure of BRC is directly under the DIET. The activities mainly carried out by the BRCs are to organise competitions at the school and block levels for the school children in the field

of cultural functions and also to organise and activate training programmes for primary school teachers.

8.5.1 Responsibilities of BRC Co-ordinator

The designated roles and responsibilities of the BRC co-ordinators as visualised are :

- Training, supervision and academic support
- Microplanning and school mapping
- Collection and processing of data through MIS
- Maintenance and management of NPRC
- To organise educational, cultural and other competitions for the schools
- To maintain the accounts of the BRC.

Every BRC has been allotted a building and work on this has been completed. They have been equipped with a TV, VCR, Globe and other educational equipments.

8.5.2 Role of BRC

BRC co-ordinators are responsible for giving suggestions for qualitative improvement in schools . They visit schools and motivate teachers for use of new teaching methods and TLM with a view to promote retention in schools.

The roles and responsibilities assigned to BRCs and their co-ordinates are:

- to identify good teachers;
- proper utilisation of grants;
- to motivate teachers to work and participate in CRC meetings;
- to arrange 'melas' at Nyaya Panchayat level such as TLM 'melas';
- to supervise quality of civil work being done for construction of school under U.P.DPEP;
- motivating VEC to attend to school needs;
- helping CRCs to share their TLM with other CRCs;
- bringing about qualitative improvement through block 'melas'.

8.6 Role of CRC /NPRC

Under each BRC there are 8 to 10 NPRC, which have been established. NPRC co-ordinator is nominated by BSA of the district and is usually the Headmaster of a primary school of the

concerned Nyaya Panchayat. Their roles and responsibilities pertain mainly to the following:

- protection and maintenance of CRC building;
- conduct of monthly meetings;
- information and data collection for the BRCs and the District Project Office;
- arrangements for various academic programmes at the Nyaya Panchayat level;
- providing support to non-formal education programmes;
- educational survey, school mapping, data collection etc.
- support of school teachers in teaching-learning materials;
- training of Village Education Committee Members;
- organising monthly teachers meeting at the Nyaya Panchayat level;
- documentation and minuting of the above meetings and workshops;
- ensuring community participation in primary school management;
- to assist the primary schools in making appropriate use of the training and teaching materials produced by the DIET;
- to visit all the primary schools in Nyaya Panchayat at least twice a month;
- to create an environment for primary education in the villages through special campaigns;
- to organise special events, such as 'Bal Melas' and exhibition etc.

8.7 State Council of Educational Research and Training (SCERT)

The SCERT has to provide academic, professional and technical support to the system of elementary education in the state by specifically identifying and explicating its roles, objectives, goals and accountability through the following tasks:

- curriculum research, curriculum development and designing;
- development of teaching-learning materials;
- measurement and evaluation of learning outcomes;
- training and professional development of teachers, instructors/ teacher educators/ supervisors and administrators;
- survey/studies/innovations and research;

- academic data banking, planning, co-ordination and monitoring;
- documentation, translation and dissemination;
- promotion of action research in education and co-ordination in educational research;
- preparation and publication of essential documents/theme papers, books, magazines and other literature to achieve its objectives.

The interventions introduced in the shape of DPEP and U.P.BEP have sought to universalise access to primary education. It may be observed that a basic impediment to participation in school viz., location of school at an inconvenient distance has been removed. It is possible and necessary for the project now to focus on the quality of learning so that children are attracted to the school on a regular basis and acquire satisfactory levels of learning. Universal access really implies access to quality learning with appropriate measures taken to ensure equity. Therefore, it is imperative for the state to see that the schools function as effective units.

The primary objective of a quality exercise is to bring the levels of scholastic learning for each child upto an acceptable standard. Its secondary objectives include fostering a greater local ownership of the school and helping the school to develop as a self-reliant unit. These are secondary not by being less important, but being of a long-term nature, as pursuits to such an end take time to involve and yield tangible results.

It hardly requires stressing that secondary objectives are the preconditions for sustainable qualitative schooling for all children. They are particularly critical to schools located in the heartlands of deprived communities where the opportunity cost of schooling needs to be more than adequately recompensed through an education that does not just give functional literacy but also equips people to deal with their lives in a more meaningful and useful way.

Armed with these objectives, the expected outcomes are the following:

- ensuring 100 per cent enrolment;
- attendance of all children for an average of 200 teaching days;
- attainment of stipulated learning levels by all children;
- improved learning environment;

- better integration of educational content with context needs;
- greater local ownership of the school;
- more self-reliant schools.

8.8 Reflection and Analysis for Strengthening Academic Support

8.8.1 DIET-BRC-CRC

The intervention of UPBEP constitutes a commendable endeavour to improve curriculum, revise textbooks and develop local need-based supplementary reading material. Capacity building oriented projects and strengthening of decentralised institutional structure were made to provide regular training to in-service teachers. Teachers were provided 6 days training every year for effective, language teaching, teaching language through supplementary reading material, maths teaching and finally teaching skills in EVS. Various reports and studies like mid-term assessment of BEP, sustainability study of BEP, classroom observation study, school visits and supervisions highlighted areas needing special concerted effort.

There is no denying the fact that the UPBEP provided to the DIETs an exposure and responsibility to undertake a range of activities linked with elementary education helping them to provide the improved academic leadership. Although they are seen as providing guidance to BRC-CRC schools, these linkages are not generally perceived as very strong. The BSA and the ABSA control the BRCs and NPRCs giving them little scope to have their own academic planning in consultation with DIETs. The DIET faculties often feel that BSA, ABSA give little importance to their assessments and feedback about school teachers. At the NPRC and BRC level, therefore, there was no effective follow up action. In fact, practically, there was no vision of the organic linkages between DIET-BRC-NPRC and schools at any level. It has been realised now that BRC-C and NPRC-C co-ordinators need to be given intensive training inputs in new curriculum and pedagogical development in respect of primary education and its new roles and goals. They also need to be given training in use of technologies, facilitating professional development of teachers and for providing effective academic support/supervision. It was also reflected that alongwith the pedagogical aspects, DIET faculty, BSA, ABSA, BRC co-ordinator and NPRC

co-ordinator also need to develop capacities in the areas of academic planning, management and community linkages. The need to have and build a strong umbilical cord between DIET, BRC-CRC school is to be the first priority.

The classroom observation study and supervision visits to the schools reveal that the effects of teacher training programmes did not reach the schools and classrooms fully. A cordial environment needs to be generated in which the newly developed skills of the teachers can be utilised fully. From this point of view, it is necessary to considerably reinforce the DIET, BRC and CRC institutions and make their functionaries become active in providing academic support and supervision to schools and teachers.

Keeping in view, this analysis and reflection, a well thought out and well-planned 3-day workshop was organised at DIET, Patni, Saharanpur from 12-15 May, 1999. DIET faculty members, BSA, ABSA, Quality Co-ordinators, BRC and NPRC Co-ordinators, teachers from all UPBEP districts participated in it. The main objectives of this workshop were:

- to create and strengthen organic linkages between DIET-BRC-CRC-NPRC;
- to reinforce the appropriate vision regarding academic support and supervision;
- to plan and develop agenda for re-orientation of DIET, BSA/ABSA, BRC Co-ordinators and CRC-Co-ordinators for improved pedagogy;
- to formulate check points for schools classroom;
- to formulate parameters for various teacher training cycles;
- to develop teacher's annual academic plans; and
- to work on TLM and its use.

Seventy participants from above mentioned institutes participated in the workshop. Discussion on concept papers, exposure visits and analysis of the visit reports were made. On the basis of situation analysis check points parameters were developed by different groups.

A detailed plan for organising similar training programmes for all DIET faculty ABSA, BRC and CRC Co-ordinators was drawn up. These training programmes were organised at DIETs. In all 2,503 participants could benefit from the orientation programmes held from June to August, 1999. After the Patni workshop, every

DIET went through a systematic process of preparation for their training programmes. The officers from the State Project Office were deputed for guiding and helping the DIETs to conduct these training programmes. Evaluation and feedback obtained from these training programmes were found to be very encouraging. The detailed reports were thoroughly analysed at the SPO level and on the basis of this a detailed programme for improving academic support was worked out. Comprehensive supervision plans at every level emerged and the formation of academic core team, practices for school visits etc. were clearly enunciated. The academic core teams are now in turn, transforming and taking the idea of academic support to action.

8.9 Support of National Organisations

8.9.1 National Council of Educational Research and Training

The National Policy on Education —1986 and also as revised in 1992, placed great emphasis on pre-induction training as well as on in-service continuing education of primary teachers. Over the years, India has developed a multi-tier infrastructure for teacher education. At the national level, National Council of Educational Research and Training (NCERT) set up in 1961 leads the country in designing curriculum framework, exemplar instructional material on teacher education and providing training through innovative programmes.

The experience of NCERT in teacher education, including primary teacher education spans over more than three decades which includes activities, such as preparation of curriculum designs, infrastructural material as well as actual delivery of programmes through Regional Institute of Education (former RCEs). In IEPT, NCERT steered three massive centrally sponsored schemes, namely PMOST, DIET and SOPT.

8.9.1.1 Some Major Role vis-a-vis the States

- Advise the State Task Forces on designing curriculum and instructional material for short-term continuing education courses for primary teachers;
- Advise the State Task Forces on designing modular courses leading to qualifying teacher training to untrained teachers;
- Develop exemplar instructional materials in print and electronic media for the adaptation by the states;

- Provide necessary academic supports to SCERT and DIETs
- Organise orientation courses for teachers and other functionaries specially the key persons.

In terms of the roles assigned to the NCERT, the Government of U.P. has been enlisting its academic support specially in respect of curriculum renewal and quality improvement.

8.9.2 *National Council for Teacher Education (NCTE)*

The NCTE was set up in 1993 under an Act of Parliament with the mandate of quality control in teacher education. NCTE is a comparatively new organisation with statutory authority and tremendous potential. NCTE has initiated action on several fronts, including development of curriculum framework, developing self-instructional modules, etc. for teacher education (pre-service). NCTE as a new organisation has been networking with the universities and other such organisations drawing expertise on teacher education.

8.9.2.1 *Some Major Roles*

- Advise the State Task Forces on designing curriculum and instructional material for continuing education of the teacher educators;
- Develop exemplar instructional materials in print and media format for training of teacher educators for adaptation by the states;
- Monitor and evaluate training of teacher educators;
- To create mechanism for determination and maintenance of standards of teacher education;
- To regulate institutions of teacher education with a view to phasing out substandard and malpractising institutions;
- To lay emphasis on continuing education of teachers;
- To reduce the gap between supply and demand of trained personnel;
- To promote coordination and linkages amongst various constituents of teacher education system and other related systems, promote innovations and research in all areas of teacher education and the dissemination of their results and to promote the status of teacher education in the country;
- To lay down norms, standard and guidelines for programmes of continuing education and professional development of

teachers and teacher educators and training and education of personnel of adult and non-formal education; and

- To advise the Central Government, State Government, UGC, Universities and other agencies in all matters relating to teacher education and its development especially in regard to priorities, policies, plans and programmes. State Boards of Teacher Education will also be set up to help in this direction;

- The support of NCERT in respect of designing curriculum framework at the state level, developing textbooks and teaching-learning material, for primary, upper primary and secondary levels and in adopting CCE has been enlisted quite often so as to make the quality targets well within reach.

The Department of Education of Government of U.P. through SCERT has effectively ensured compliance to NCTE guidelines. It has undertaken a plan for the curriculum renewal of pre-service training courses as per norms of NCTE.

8.9.3 National Open School (NOS)

NOS, setup in 1989, inherited the experience of Open School established under CBSE in 1978. It has significant and rich experience in designing curriculum, instructional material and delivery of school level education through distance education. NOS expertise is on both distance education as well as in school related curriculum development. NOS has a network of more than 500 institutions as study centres located mostly in the secondary and senior secondary schools.

The candidates are called to their registration centres twice a year for contact camps of 10 days each where their difficulties are solved.

The institute has started another scheme of continuous study contact from 1995. Under this scheme the candidates are also given classroom exposure. This is a programme of 8 months, with 3 teacher directed lessons per day for 4 days in a week. This scheme is almost as good as regular classroom teaching. It is running in 117 centres of the state.

8.9.3.1 Role

- Provide secondary and senior secondary courses to unqualified teachers through distance mode; and

- Advice State Open Schools/Boards of Education to design tailor made qualifying courses for unqualified primary teachers.

Although the setting up of a state level Open School is under active consideration of Government of U.P., the state for the time being has taken help of NOS in improving its correspondence education material and has received other academic supports from time to time.

8.9.4 Indira Gandhi National Open University (IGNOU)

IGNOU has been on ground for more than 15 years now. It is one of the leading distance education institutions in the world. IGNOU offers more than 50 programmes and more than 250 courses through distance education. With the use of print material, personal contact programmes, audio and vedio cassettes, broadcast television and interactive teleconferencing, IGNOU has acquired significant experience in use of technology integrated distance education mode. IGNOU expertise in design and delivery through distance education is one of the best in the world. It also has expertise in curriculum design in higher education. IGNOU has a different network linking state open universities and its own regional centres through satellite. It has another network of more than 200 study centres all over the country located in colleges or university departments. IGNOU launched a diploma programme on primary teaching on its own and /or by drawing upon the curriculum developed by various states. It has recently also started a B.Ed. programme for in-service untrained teachers.

8.9.4.1 Role

- Offer distance education programmes leading to qualifying teacher training to primary teachers;
- Collaborate with state open universities in offering qualifying modular teacher training programme through distance education in mother tongue;
- Provide consulting support to the state in setting up the reception facilities and centres;
- Provide special orientation to SCERT and DIET staff in utilisation of interactive television;
- Monitor and assess the programme impact of distance education.

The support of IGNOU in respect of the design of elementary teacher education courses of the state has been quite significant. The packages developed in this regard have been suitably utilised in the in-service training of teachers as well.

8.9.5 *National Institute of Educational Planning and Administration (NIEPA)*

NIEPA has rich experience in educational planning and administration. Largely, known for its researches, NIEPA has made contributions in designing courses, instructional material and delivery of orientation and training programmes for educational planners and administrators from India and other developing countries. The main objectives of NIEPA are concerned with providing professional support through research, training and extension with a view to bringing about improvement of educational planning and administration.

8.9.5.1 Role

- Advise the State Task Forces in designing curriculum and instructional material for training of BEOI/CEO other departmental staff and supervisors from Panchayati Raj Institutions;
- Develop exemplar training material for training of departmental staff and members of educational committees of Panchayati Raj Institutions;. and
- Conduct orientation and training programmes for the state officials.

The support of NIEPA has been important to the state of U.P. in many ways. As a result of its stress on training of senior level educational planners and administrators, the state has developed its state level replica by establishing SIEMAT. The training, research and evaluation programmes in respect of planning, administration and supervision are being managed through SIEMAT.

8.10 Role of State Resource Group (SRG)

For implementing the pedagogical plan and activating the process of reform, a State Resource Group was put in place, comprising both experts and experienced practitioners. Members of the SRG were provided a range of core inputs to equip them with conceptual clarity, updated skills for implementation so as to enable them to effectively contribute in curriculum, textbook

and teacher training module development.

In setting up the SRG, SPO was very careful about the kind of people to be selected who would be able to contribute to the process of pedagogical reform that was being undertaken.

The initiative for improved textbooks was characterised by the involvement of persons from different areas of specialisation and interest with the intent of increasing greater participation and inflow of ideas and experiences to enrich the process and gain optimally from the resources available. For the first time, practising primary school teachers (16), found a very important place in the process. The members comprised 6 DIET lecturers, 6 gender and quality co-ordinators, 3 specialists from universities and 14 from the different wings of the SCERT, viz., SIE, CPI, SISE, Rajya Hindi Sansthan, etc., representatives from NGOs with experience of having worked in the field of education and NCERT.

The role of SRG as envisaged in the pedagogical plan consisted of the following:

- Norm setting: development of guidelines of various activities, creation of an appropriate work culture and motivation;
- Initiating change through review of existing status, planning and renewal and strengthening activities;
- Evaluation and monitoring of processes and activities;
- Responding to feedback and making necessary modifications to plans and processes;
- Induction of more resource persons through a self generating exercise;
- Developing capacity at the district and block levels.

After organising an orientation programme for the members of SRG at SPO they were sent to an exposure visit to Hyderabad, Jaipur and Siyaldah (Kolkata) to study Alternative Schooling (A.S.) models working in these states. The experiences gained on A.S. models for child labour, street children, back to school programme, M.V. Foundation, Hyderabad, Loreto Day School, Siyaldah, Lok-Jumbish, Bodh Shiksha Samiti, Jaipur, Rajasthan were utilised for developing insight into designing appropriate A.S. models for Uttar Pradesh. The members also visited respective districts to interact with and facilitate the effective implementation by district functionaries. Through this process A.S. strategies were evolved for different target groups.

8.11 Strategies to Streamline Administrative and Supervision Mechanism

8.11.1 Decentralisation and Modernisation of Administration

Over the years now a plan of decentralisation of administration and supervision in respect of both elementary as well as secondary education sectors has been enforced. According to this plan in respect of elementary education sector the structures at district, block and NPRC levels have been created and made functional. In the secondary education sector regional as well as district level institutions/establishment have been raised with a view to administer and supervise the school level performances in a speedy and expeditious manner. These structures are being manned by competent administrative and supervisory staff recruited through the State Public Service Commission. They are having PCS cadres in most of the cases.

There is also an attempt made to modernise the administrative machinery by making use of computers and expanding the roles of MIS. The field level maintenance of records is the responsibility of the district and BRCs/CRCs level structures in case of primary schools while in the case of secondary/senior secondary level institutions the regional offices and the districts have been entrusted with the responsibility in this regard.

The involvement of community in respect of primary and upper primary levels has been especially treated through BRCs, CRCs and VECs. Thus, as a result of the policy of decentralisation, the community participation at the school level has shown very encouraging signs.

In order to streamline the administrative and supervision mechanism, the DIETs, the BRCs and the CRCs have been treated as homogeneous units for ensuring quality in respect of primary education.

8.11.2 Inspection and Supervision Mechanism

The main objectives of inspection of schools as laid down by the Department of Education of the state are:

- To discuss matters of current importance with the head of the institution;
- To inspect classes and assess the efficiency and effectiveness of the teaching-learning process;

- To ascertain the extent to which the school meets the educational requirements of the locality and the nature of its relationship with other schools in the area and;
- To ensure regular and proper disbursement of salaries of teaching and non-teaching staff.

8.11.3 Norms of Inspection

The District Inspector of Schools, as per norm, is required to inspect every recognised high school and intermediate college in a district at least once in two years. He is also required to visit these institutions regularly. Apart from this he has to visit a high school which has not been fully inspected in the year. The inspection report is sent to the Regional Deputy Director of Education, who if he considers it necessary, forwards it with his comments to the Director of Education. Among other things, the report contains particulars about teachers' qualifications and suitability, equipment in schools, sports and co-curricular activities conducted, discipline in the institution, the status of the library and school buildings, and details about fees, financial management, examination results etc.

In case of a panel inspection, co-members of the panel submit their individual reports by covering the above points with special reference to academic work to the District Inspector of Schools immediately after the inspection is completed.

As for the upper primary and primary schools each Sub Deputy Inspector of Schools is expected to inspect 60 schools in a year in the plains and 40 schools in the hills. The inspecting officer is to inspect fully each institution at least twice a year with a minimum interval of three months. The first inspection is to be completed by the end of December and second by the end of March of the academic year.

The survey of the practices, however, reveals that inspecting officers are not able to inspect all schools according to the prescribed norms. All the inspecting officers of the sample districts categorically stated that they were not able to cover all schools every year since they have to attend to several other tasks like inspection of unrecognised schools for recognition, payment of salaries to teaching and non-teaching staff in aided as well as parishadiya schools, sanction and disbursement of scholarships, implementation of national programmes namely small savings, tree plantation, family welfare, meeting of District Planning

Committee, Block Development Committee, Election duties, census work, inquiry on different types of complaints, administrative supervision of school building, construction work and so on.

8.11.4 Subject Supervision

A panel of inspectors visits institutions and supervises different activities. The demonstration of model lessons is also considered as a part of the panel inspection. The activities and performance of those teachers who set an example for excellent performance are highlighted and brought to the notice of other teachers. This also includes a follow up action under which suggestions, comments and remarks are put forward to the concerned teachers with a view to remove the deficiencies.

There is a prescribed form for the preparation of an inspection report. At the time of panel inspection the school prepares a *school study report* which is submitted to panel inspectors. After the panel concludes its visit, a report of the inspection is sent by the District Inspector of Schools to the Regional Deputy Director of Education for onward transmission, with his remarks, if necessary, to the Director and a copy thereof to the institution concerned.

8.12 Training of Educational Planners and Administrators

8.12.1 Role of SIEMAT

The State Institute of Educational Management and Training (SIEMAT) came into existence on 17 November, 1994. It is an autonomous body registered under the Society's Registration Act, 1860. It started functioning in July 1995. The following are the main objectives of the Insitute:

- to undertake research, evaluation and experimentation in planning and management at all levels of educational administration;
- to develop and manage system of educational assessment;
- to provide professional and resource support in educational planning and management at all levels of administration;
- to organise pre-induction, in-service training programmes and orientation courses for educational functionaries and community leaders at the state, regional and district levels;
- to document and disseminate state, national and international level information in the area of educational planning, management and assessment;

- to undertake, aid, promote and co-ordinate research activities, including comparative studies in planning techniques;
- to offer on request Consultancy services to state other than the state of Uttar Pradesh, Government of India and other educational institutions; and
- to provide on request facilities for training and research in educational planning and administration to other states and collaborate with them in such programmes.

SIEMAT has five academic departments dealing with specific aspects of school related training and research:

- Department of Policy and Planning
- Department of Management
- Department of Educational Finance
- Department of Research, Evaluation and Educational Innovation
- Department of Educational Management Information System

In addition to these departments, SIEMAT has two separate units of Training and Research.

In the training unit the Institute organises four types of need-based Training Programmes. These are :

8.12.2 Cadre Based Training

The cadre based training programmes are organised to orient the participants in the different educational planning and management aspects that their jobs entail to help them to effectively and innovatively perform their duties.

The main cadre based programmes covered are for Assistant Basic Siksha Adhikari/Sub Deputy Inspector of Schools, Deputy Basic Siksha Adhikari, Basic Siksha Adhikari, Principal and faculty members of planning and management unit of DIETs, District Co-ordinators of District Primary Education Programme (DPEP) districts and heads of minority managed educational institutions.

8.12.3 Theme Based Training

In order to focus on the important issues of planning and management for the qualitative uplift of basic education, SIEMAT organises thematic training programmes to build the capacity of educational functionaries at all levels. In these training programmes a mixed group ranging from the grassroots level to district level educational functionaries participate. The main

themes include school mapping, micro planning, research methodology, gender issues, educational leadership, financial management, EMPIS/PMIS, Management of Block Resource Centre and Nyaya Panchayat (cluster) Resource Centre, AWP and budget preparation, five years perspective plan preparation and school management and action research.

8.12.4 Field Level Training Programmes

Keeping in view the contextual local conditions so that the *training becomes more relevant to the participants, the institute organises field level cadre based and thematic programmes for local-level educational functionaries. The main programmes undertaken are ABSA training, action research and school management.*

8.12.5 Induction Training

The institute also conducts training programmes for the newly recruited provincial educational service officers of the state.

8.12.6 Achievement

It may be indicated that the training of educational planners and administrators has been successful to the extent that it has assimilated participatory approach in respect of administering the schools. It has also stressed academic tinge in supervision. The concern in overall terms is on capacity building leading to sustainable development.

8.12.7 Shortfalls

All the districts could not be covered in terms of the new paradigms introduced and advocated in respect of supervision and administration at the school level. The training packages to take care of these have yet to be developed and finalised.

8.13 Future Plans to Revitalise Academic and Administrative Support System

In the light of the analysis it is evident that the State Government needs to strengthen its educational planning and management support as well as its system in several respects to attain the objectives of *literacy* and *education for all* in the state, on the one hand and to increase efficiency and quality on the other.

8.13.1 Administrative Machinery

The state has been able to set up over the years adequate educational administration machinery at the secretariat, directorate, regional, district, and block levels. There is an urgent need to equip educational administrators with newer skills and expertise in their work. The educational functionaries at different levels, particularly at the regional, district and at block levels need to be provided with regular and recurrent training by organising orientation and staff development programmes and conducting refresher courses in respect of the preparation of the educational plan, financial management, including formulation of budget, management of information, that is, collection, collation and analysis of data and in the techniques of better personnel management. Participation in training programmes should be made compulsory for each functionary at the district and at block levels. Better co-ordination is required not only between the basic education office and the office of the District Inspector of Schools but also with other departments like Zila Parishad, PWD, Planning Office, Revenue and Land Development as well as the Transport Department at the district level to make the different educational programmes at the district level more successful.

8.13.2 Strengthening Local Level Support

The Uttar Pradesh Basic Education Act, 1972 envisaged to establish a structure, namely, at the district/town, and village levels. Accordingly, *Gaon Shiksha Samitis* (Village Education Committees) were formed in each village or in a group of villages in the state with the *Pradhan* of the *Gaon Sabha* (now called Panchayat) as president of VEC to supervise schools and to make necessary recommendations, in terms of improving planning and management of education at the village level, to the Zila Basic Shiksha Samiti at the district level. These samitis in the initial stage were constituted with only 3 nominated members (guardians). Therefore, the state has restructured the *Village Education Committees* by increasing the number of members from 3 to 9 by nominating 6 more members in the committee, including *Up-Pradhan*, women and scheduled caste members. However, the role and functions of these committees have always been a matter of criticism since their inception. The village education committees were made active only in those

villages where school buildings were to be constructed. Apart from this, VECs hardly play any important role in the state, particularly due to (a) lack of democratic structure; (b) lack of clear prescribed guidelines and instructions about their roles and functions; (c) lack of motivation and voluntary spirit in members as well as in presidents; (d) lack of any statutory, administrative or financial powers to VECs; and (e) lack of training of the members of the VEC.

In view of this, the VECs need further strengthening in terms of their structure, composition, clearly defined functions and responsibilities and by extending their administrative as well as financial powers. The Village Education Committee should organise its monthly meetings regularly and be responsible for conducting enrolment drives by motivating parents, particularly mothers to send their wards regularly to school. The Village Education Committee members should be involved in (i) creating an awareness about the importance of education among the parents and general public; (ii) supervision of regular attendance of teachers as well as students; (iii) discouraging dropout of children from the school; (iv) maintenance of the school building and mobilisation of funds for this purpose; (v) maintenance of other facilities like drinking water, toilet, gardening, upkeep of the school campus, and construction of boundary wall and an additional room if required in schools, (vi) mobilisation and utilisation of local financial resources from the government and non-government organisations, general public and parents in the village; and (vii) making educational plans for the village.

At the block level, there should be a mechanism of decision-making on the resolutions passed by VECs which could enhance their confidence and working efficiency.

8.14 Revitalising the Planning Process

Decentralised planning at the district level envisages the assessment of resources, problems and potentials of local areas so that investment programmes should be more specifically tailored for the educational need of the district. The state has initiated the process of the preparation of the annual work plan, particularly in the districts covered under UPBEP and DPEP but this practice is yet to be followed in other districts. Therefore, to make education need based and to utilise all available

local resources for educational purposes, the process of decentralised planning should be initiated. A diagnostic analysis of the educational situation at the block level needs to be carried out identifying factors that help or deter the progress of education in terms of the target groups that have; (a) lower participation in education; (b) high drop-out and stagnation rates and high illiteracy rates, particularly in areas predominantly inhabited by scheduled castes, minority or other backward castes. Planning at the district level should be a participatory approach by the participation of other department to ensure the convergence of services at the micro level, participation of elected representatives of local bodies like *Zila Parishad* and *Gram Panchayat,* academic and resource organisations, such as DIETs, university education departments to provide the technical and professional inputs to the plan preparation process. Participation of educational functionaries at all levels, including headmasters and teachers and by the general public, members of VEC, *Mahila Samooh,* Youth Groups etc. should also be ensured in the planning process. To make district level planning more effective and responsible, more financial and administrative powers should also be devolved to them.

Planning at the district level should take a holistic view of the situation. It should include not only planning in terms of opening of new schools, enrolment of out-of-school children and reducing drop-out, but also evolve plans in terms of organising in-service training programmes, checking the adequacy of teaching-learning materials in school, organising incentives and scholarships, maintenance of school buildings and augmenting the capacity of the District Institutes of Education and Training by strengthening them with personnel having greater skills and expertise.

8.15 Enhancing the Non-Governmental Efforts

Private aided schools play an important role in school education in the state. They are managing about 50 per cent middle schools and more than 80 per cent high schools and intermediate colleges in the state. The educational facilities created by these organisations are, at present, under utilised. To achieve the distant goal of UEE these institutions should, therefore, be encouraged to mobilise people in their catchment areas for sending their children to schools in the age-group of 6-14. Since in

almost all high schools and intermediate colleges, middle classes have been attached, it would be appropriate to strengthen such middle classes by providing additional rooms, teachers and teaching-learning material or by managing Classes VI-VIII in shifts if the school is not able to cope with the increased enrolment of children in one shift.

It would also be an innovative practice if these middle and high schools, and intermediate colleges are allowed to start primary Classes I-V since these institutions have demonstrated their ability in managing education efficiently from upper primary to senior secondary level. Since, the Basic Shiksha Parishad primary schools are already overcrowded with a teacher pupil-ratio of about 60, it would supplement the Government effort if these institutions are allowed to start primary classes to tap the increasing population of school age children and thereby meet the demand of education in their respective areas.

The non-government voluntary organisations/trusts should also be encouraged to start their institutions in rural areas. However, the mushroom growth of nursery schools which are generally opened by individual persons has adversely affected the education of children since on the one hand they are charging exorbitant fees from parents without providing quality education to their children, on the other hand these schools do not have proper buildings, qualified teachers and even textbooks and other reading materials of a reasonable standard.

8.16   Mobilisation of Educational Resources

In spite of the priority given to elementary education by allocating more than 50 per cent of the total funds of the state education budget to this sector, the situation in respect of development of education in the state has not changed to any appreciable level. The main reason being that the availability of the total plan budgeted expenditure on education was only 4 per cent. Per-pupil expenditure on education at all stages except the primary stage in 1988-89 also remained lower as compared to the country as a whole. Apart from this, meagre resources are made available for the maintenance of school buildings as well as development of other infrastructural facilities and teaching-learning aids since more than 90 per cent funds in the budget are spent on salaries.

It is, therefore, necessary that to supplement the governments'

efforts, additional resources for education should be mobilised from the community. For example, in Madhya Pradesh an education cess is levied to mobilise additional funds for children. This practice also needs to be introduced in Uttar Pradesh. However, as per the present practice, the land for the construction of the school building almost in every village is donated by the community or by any individual or the school is constructed on the land owned by the *Gram Sabha* (now called *Panchayat*) in the village. But for the maintenance of the school building and other facilities in schools, financial resources should be mobilised by strengthening the Village Education Committee who could encourage the community to donate cash or kind for the development of schools.

8.17 Improving Inspection and Supervision

The survey shows that inspecting officers were not able to inspect all schools under their jurisdiction in the academic session. As per norms of inspections, a District Inspector of Schools should inspect every recognised high school and intermediate college in a district at least once in two years. Since, the number of schools to be inspected varies from district to district and being between 60 to 80, inspecting officers are not able to visit every institution under them even once in a year. Similarly, the Sub-Deputy Inspector of Schools does not find enough time to visit all schools in a year. Besides the number of schools which is too large to inspect in a year, inspecting officers are over-burdened with work other than education, including census, election work etc. As compared to the *First Survey* of Educational Administration in 1973-74 when the inspecting officers used to devote 24 per cent of their time on visits and inspections, they could find only 15 per cent time to inspect schools in the second survey conducted recently by NIEPA.

Surprise inspections should be conducted by inspecting officers and the inspectors should provide guidance and counselling to the teachers rather than concentrate on fault finding. There is, therefore, a need not only for strengthening the inspecting machinery in terms of their skills and expertise by organising training and orientation programmes but also an assessment of work and the strength of inspecting officers district-wise should be conducted for making the inspection supervision process more efficient and for improving the quality of education imparted to children.

8.18 Strengthening Management Information System

In spite of the time lag in the collection, collation and publication of information right from the institution to directorate level, with the lack of a special statistical machinery for this purpose, adequate information and data is not available in the education department on several points. Apart from this, district-wise information on local body schools, educational facility in schools and information related to the quality of education is hardly available.

This calls for an urgent assessment by the State Government to provide training to the staff dealing with statistical information, particularly in the area of quantitative techniques and educational planning. Such training programmes of short duration need to be organised periodically at the state, regional, district and block levels. To remove the delays in data collection, collation and publication of information, there is a need to develop a computerised information system to help educational planners at the directorate, regional and district levels.

To sum up, it may be highlighted that future plans to revitalise administration are goal linked and area specific. The main accent in these policy initiatives is on capacity building and mobilisation of educational resources for ensuring sustainability.

CHAPTER 9

Resources for School Education

The central concern of the chapter is to depict the overall situation pertaining to the financial resources and educational development, sources of educational finance, responsibility of the State Government and the externally financed schemes alongwith the status of educational expenditure and that of school education in the state budget. It also examines in-depth the position in respect of utilisation of the resources, additional resource mobilisation and grant-in-aid in relation to performance and equity issues.

R esources play the pivotal role in educational development. This chapter attempts to analyse educational expenditures in all its dimensions for the state of U.P. Sources of educational finance and their relative contributions are indicated. School education in the state budget, the fee structure and utilisation of resources at the elementary and secondary levels of education are presented in detail. The chapter also takes care of economic and educational reforms and lays down the rationale and alternatives in respect of educational resource mobilisation for school education in U.P. It also highlights the future challenges in this regard.

9.1 Financial Resources and Educational Development

Despite of various types of technological advancements, education basically remains a human activity. The age-old teacher-taught relationship still holds well. However, the person or individual based system of education gave way to organised system of education. Uttar Pradesh has the largest network of school education viewed in terms of schools, teachers and students on roll. Education system of such a large dimension cannot rely on charity or human considerations alone. It needs organised

system of financing to be able to produce desirable results. Donation and private endowments played very important role in financing education and gradually state came to assume the largest responsibility for providing financial support to education. Governments' contribution in financing of education helped achieving a break through in educational development. The magical figure of 6 per cent of GNP being spent on education as recommended by Kothari Commission is still reckoned with by planners and policy makers on resources of education. What is true of a ratio of GNP at the national level is applicable with similar significance at the state level in terms of State Domestic Product (SDP) or state income. Viewed, thus, it can easily be brought out that public resources for education in U.P., though important, have not been forthcoming in desired amount. This is evident from the fact that in U.P. still less than 4 per cent of its SDP is spent on education. Table 9.1 reveals that in 1998-99, only 3.82 per cent of the state income was spent on education (all sub-sectors) and on school education the ratio further dropped down to only 3.39 per cent.

Table 9.1 : Percentage of Educational Expenditure of State Domestic Product (SDP) of U.P.

Year	*Ratio in per cent*
1950-51	0.44
1960-61	0.97
1970-71	1.76
1980-81	2.48
1985-86	3.13
1990-91	4.23
1995-96	3.28
1998-99	3.82

Source: Calculated on the basis of state budget data and state income data as supplied by the Department of Planning, U.P.

Note: Ratios of 1995-96 and 1998-99 are calculated on the new series of state income statistics.

Table 9.1, however, brings out the positive effort made by the State Government to spend on education. The state domestic product on state income may be viewed as the "ability" of the state to make resources available for education. In 1950-51 only 0.44 per cent of the SDP was spent on education and

gradually went up to 1.76 per cent in 1970-71. It reached to a level of about two and a half per cent in 1980-81 and crossed the 4 per cent mark in 1990-91 to come down again to 3.28 per cent level in 1995-96. The developed states of India from the view point of education (like Kerala) spend much higher per cent of their SDP on their educational development.

The money is not really the only villain. However, it does play a decisive role in modern system of educational development. Scarcity of resources, therefore, puts a brake on educational growth.

Finances play the pivotal role in provision of any services or commodity, leave alone education. Better investment in education brings out not only educational advancements, it also ensures acceleration in the rate of economic development. Thus, education is both the cause and effect of development. This is the reason that backward states (like U.P.) remain in the grip of "vicious circle" with low economic development and low educational advancements. They need to translate each of the two into holistic progress of the state.

As long as educational advancement remains much below the target, the significance of resources for education will remain high, rather massive. All possible sources will have to be utilised and invested for the development of school education in the state which surely should get higher priority than higher education.

9.2 Sources of Educational Finance

School education in U.P. draws on multi-sources of educational finance. Though, it is largely based on internal or domestic resources, specific schemes in school education at elementary level are assisted by external donor agencies. Some times specific country assistance on a particular educational programme has also been received. The internal or domestic resources in turn can be classified as public and private. The former indicating the involvement of Government in financing of education and India being a federal country, it is all the three levels of Government, which plays a role in funding education. With regard to the financing of school education in U.P., it is the State Government which shoulders the largest responsibility. The roles of central and local bodies have been marginal in U.P.

Private sources of finance have been of two types — voluntary

and compulsory. Voluntary sources included donations and endowments which came freely in the form of charity and played very important role in early phase of school education in U.P. Even around the beginning of the planning period in India, the private sources contributed about 25 per cent of total finance in U.P. but now in 50 years period it has come down to negligible low levels. There have been several reasons for the decline in the trend of voluntary contribution for school education in U.P. On the one hand communalisation of education closed the doors of charity while on the other educational leadership failed to prevail upon the potential private donors. Private compulsory contributions assume the form of students' fees and other charges which they have to pay while being enrolled in schools.

In general, contribution of private sources has declined over the Plan period in U.P. and conversely the contribution of the Government has increased almost to the point of totality in elementary as well as secondary education. This shows increasing dependence of the school education in U.P. on the state funding. This is the reason that often state financial constraints get reflected in arresting the educational development programmes in the state. On the other hand it is also true that all public expenditure increases have not been accompanied by commensurate educational achievement.

While State Government owns the larger responsibility of funding school education, Central Government has intervened through specific educational schemes at both the levels of school education.

9.3 Role of the Central Government

Before the 42nd Amendment of the Constitution of India the role of the Central Government was very limited in school education in the state. With the above mentioned Amendment education was brought from the State List to the Concurrent List and, thus, the Central Government assumed power to intervene even in school education at the state level. However, even now the role of the Central Government in financing of school education is only marginal.

The most remarkable role of Central Government in secondary education began in 1986 when it decided to open Navodaya Vidyalayas (residential schools) for quality education for rural children. This scheme is fully funded by the Central

Government though token contribution is also made by the State Government. These co-educational institutions in the state are fully controlled by the Central Government. U.P. is one of the leading states for the implementation of this scheme.

Earlier to Navodaya Vidyalayas, in 1962 the Central Government started Kendriya Vidyalayas on the recommendation of the Second Pay Commission. U.P. is a major beneficiary of this central scheme which aims at catering to the educational needs of the children of the transferable Central Government employees, including defence personnel by providing common programmes of education. Uttar Pradesh has a big network of central schools which are totally under the financial and administrative control of the Central Government

Apart from these two centrally financed specific schemes at secondary level of education, the Central Government provides funds to the state budget of U.P. Government for the following schemes.

1. PRIMARY EDUCATION
   (a) Central plan schemes
   (b) Centrally sponsored schemes
   (c) Special component plan of scheduled castes.

2. SECONDARY EDUCATION
   (a) Central plan schemes
   (b) Centrally sponsored schemes
   (c) Special component plan for SCs.

State Government also provides grants to the above mentioned centrally financed programmes at elementary and secondary levels.

Central Government also helps the Government of U.P. in accordance with the recommendation of the Finance Commission appointed from time to time for upgradation of education in districts where literacy rate is very low. These are shown in the budget of U.P. as plan grants. The amount stood at Rs 28.4 crore for 1998-99 and Rs 24.25 crore for 1999-2000 (RE). This is also a small contribution in relative sense.

9.4 Responsibility of State Government

Despite federal character of the country and three levels of Government operations— Central, State and Local, financing of the

school education remains the main responsibility of the State Government. In U.P. the contribution of State Government in education is so large that it consumes almost one fifth of the total state budget and in some years it even accounted for almost one fourth of the state budget.

At primary level— (lower and upper), the Government of U.P. has two types of financial responsibilities to maintain educational institutions. It directly supports the Government primary schools and provides grants-in-aid to specified non-government primary schools. Similarly, at the secondary level of education, Government of U.P. provides full financial support to the Government secondary schools and gives grants-in-aid to specified privately managed educational institutions.

State Government is responsible for direction and inspection of the school education at both elementary and secondary level. The Government has to maintain a strong network of the educational administration in the state for this purpose.

The responsibility of the State Government has been increasing for financing school education in the state. Moreorer, there have often been demands for (i) increasing the salary of the private school teachers; (ii) providing allowances and pay parity with state employees; (iii) bringing more and more unaided schools in the grants-in-aid list of the Government. Due to their pressure, Salary Disbursement Act of 1971, was legislated which increased massively the financial responsibility of State Government in financing school education in U.P.

9.5 Externally Financed Schemes

External financing of education is not very important for a large state like U.P. where the size of education budget for the year 2000-2001 is more than Rs 6,000 crore. However, finances from the World Bank, its sister concern IDA and the USAID are playing significant roles in specific areas. The World Bank is providing finance to the following schemes.

- Education For All in U.P. (EFA)
- EFA-II
- District Primary Education Programmes (DPEP-II)
- District Primary Education Project (DPEP-III)

US AID is providing special assistance for promoting education of girls at the primary stage.

The finances for DPEP come through the Central Government in which 15 per cent share is also borne by the Government of U.P.

The most important feature of the external financing of school education in U.P. is that it is available for specific purpose and for specific districts, where the programme is launched and/ or is running. These schemes are mainly related with primary education and often with the education of the girl child and women teacher empowerment. However, U.P. has yet to produce success stories like SIDA sponsored (Lok Jumbish) in Rajasthan have shown.The most outstanding advantage of externally aided project is that it facilitates additional central assistance for augmenting the states' resources. Another advantage of the external financing is that only 70 per cent is to be paid back and the rest 30 per cent is treated as a grant. Better performance in externally aided projects means more allocation of funds by the donor agency resulting in enhanced financing for educational development in the state.

Externally aided educational projects not only augment states' efforts and educational development, they also help in bringing the latest technology and internationally available best practices into the educational development projects which assist in raising the level of instructional technology for education.

The nodal committee established under the *Externally Aided Projects Department* looks into the proposals sent by the education department for such grants/training. After being approved by the nodal committee, the proposals are forwarded to the Government of India. The State Government cannot send its educational development proposals directly to the donor agencies at the international level. When the donor is satisfied with the techno-economic feasibility of the project, the funding is given to the Government of India who then releases this fund to the Government of U.P. in the form of additional central assistance.

9.6 Educational Expenditure in State Budget

Educational expenditure in U.P. has recorded exponential growth over the last five decades. It has grown much faster than the increase in total state budgetary expenditure. The figures are given in Table 9.2 which shows that in 1950-51, the total education budget of U.P. was only Rs.7.10 crore which went up to Rs 17.75 crore in the first decade of planning. But its ratio in

total budgetary expenditure reduced from 13.70 per cent in 1950-51 to 12.30 per cent in 1960-61. Then, in the next four decades of planning, the ratio of educational expenditure has continuously gone up. It increased from 12.30 per cent level in 1960-61 to 20.48 per cent in 1999-2000. On the whole, in a five decade period, educational expenditure as per cent of total state budgetary expenditure went up from less than 14 per cent to more than 20 per cent (Fig. 9.1).

Table 9.2: Educational and Total Budgetary Expenditure in U.P.

(Rs in Crores)

Year	Educational Expenditure	Total Budgetary Expenditure	(2) as % of (3)
1950-51	7.10	51.84	13.70
1960-61	17.75	144.31	12.30
1970-71	74.84	413.86	18.13
1980-81	345.87	1716.09	20.15
1990-91	2093.81	9538.36	21.95
1995-96	3360.92	17555.86	19.14
1997-98	4156.85	22195.03	18.73
1998-99	5840.15	27465.89	21.26
1999-2000	6096.33	29761.88	20.48

Source: Department of Planning, Statistical Diary, U.P. (Various Years)
Note: The ratio of educational expenditure to total budgetary expenditure had jumped to 24.9 and 24.2 per cent in 1975-76 and in 1989-90.

More often than not educational expenditure has been one fifth of the total state budget. However, during 1975-76 and 1989-90, the educational budget went up to the order of about one fourth of the budget.

In the decade of 1990s, educational expenditure recorded slower increase as compared to the growth in the total state budgetary expenditure. While educational expenditure went up from Rs 2093.81 crore in 1990-91 to Rs 6,096.33 crore in 1999-2000, the total budgetary expenditure grew from Rs 9,538.36 crore to Rs 29,761.88 crore over the same period.

Over the last 20 years period, educational expenditure in U.P. grew marginally more than the increase in total budgetary expenditure. While educational expenditure grew from Rs 345.87

crore in 1980-81 to Rs 6,096.33 crore in 1999-2000, state total budgetary expenditure increased from Rs 1,716.09 to Rs 29,761.88 crore over the same period.

9.7 School Education in Educational Budget

Budgetary allocation for school education alongwith total educational budget of the state for the last five decades is shown in Table 9.3. It reveals massive increase in the school educational expenditure in U.P. since 1950-51 (Fig. 9.2). The allocation for elementary education was Rs 3.21 crore and that for secondary education Rs 1.69 crore in the year 1950-51. These amounts grew to Rs 6.02 crore and Rs 3.56 crore respectively in 1960-61. By 1970-71 the school education expenditure went up to Rs 36.43 crore for elementary and Rs 17.92 crore for secondary education. In 1980-81, the respective expenditure was Rs 171.45 crore and Rs 109.72 crore, which grew to Rs 1211.68 crore and Rs 629.33 crore for elementary and secondary education respectively. In 1999-2000 (BE) the figure stood at Rs 3327.91 crore and Rs 1896.81 crore respectively for elementary and secondary education in U.P..

Table 9.3: Public Expenditure on School Education in U.P.

(Rs in Crores)

Year	Elementary Education	Secondary Education	School Education (2+3)	Total Education Expenditure
1	2	3	4	5
1950-51	3.21	1.64	4.85	7.10
1960-61	6.02	3.56	9.56	17.75
1970-71	36.43	17.92	54.35	74.84
1980-81	171.45	109.72	281.17	345.87
1990-91	1211.68	629.33	1841.01	2093.81
1995-96	1863.00	1110.02	2973.02	3360.92
1997-98	2269.95	1375.84	3645.79	4156.85
1998-99	3318.70	1855.41	5174.11	5840.15
1999-2000	3327.91	1896.81	5224.72	6096.33

Source: State Budget for various years.

School expenditure as a ratio of total educational budget of U.P. is given in Table 9.4 which shows that in 1950-51, 45.21 per cent of the total educational budget was spent on elementary education and 23.10 per cent was the share of secondary education. In all 68.31 per cent of the total educational budget was spent on school education. This share came down to about 54 per cent in 1960-61 but jumped again to 71.62 per cent in
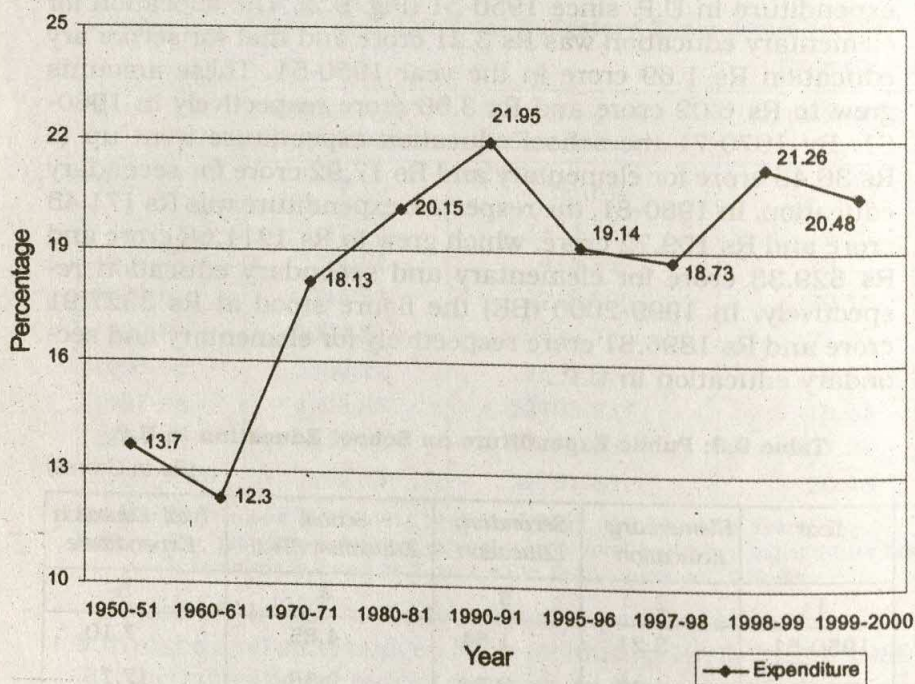
Fig. 9.1: Percentage Share of Education in Total Budget of U.P.
(1950-51 to 1999-2000)

1970-71 when the share of elementary education was 48.68 per cent and that of secondary education was 23.94 per cent. In 1980-81 the share of school education to total educational expenditure went up to 81.29 per cent which further grew to 88.60

per cent in 1998-99 the highest level of ratio of school expenditure in total education budget ever reached. In 1999-2000, the share of school education stood at 85.70 per cent with a breakup of 54.59 per cent for elementary and 31.11 per cent for secondary education. On the whole school education allocation in total education budget in the last five decades went up from 68.31 per cent to 85.70 per cent. Viewed individually the ratio for elementary education went up from 45.21 per cent to 54.59 per cent and that of secondary education from 23.10 per cent to 31.11 per cent over the five decade period.

Table 9.4: Educational Expenditure Ratios in U.P.

(Per Cent)

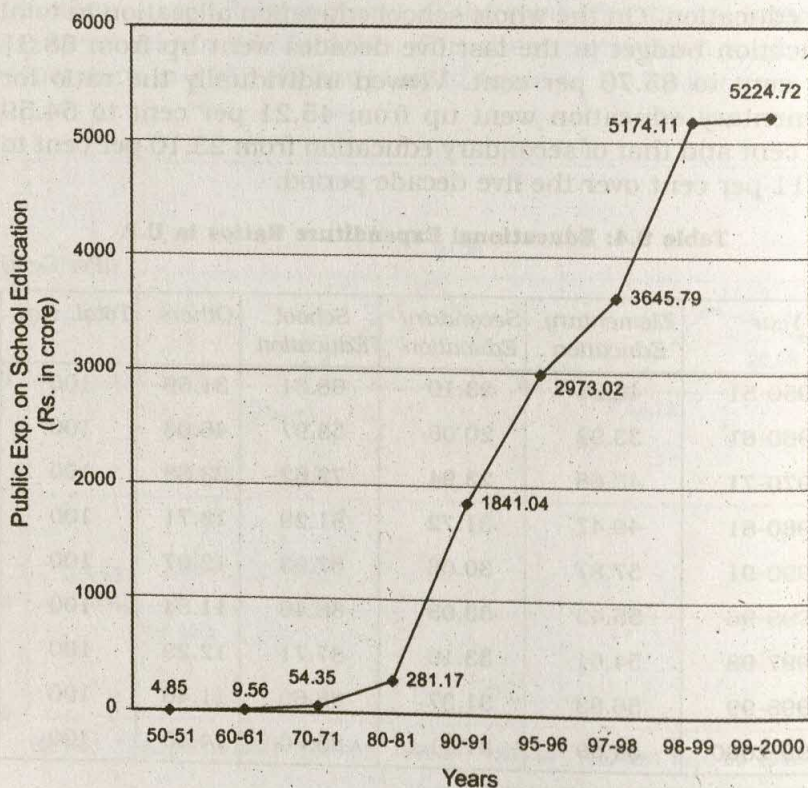| Year	Elementary Education	Secondary Education	School Education	Others	Total. Exp.
1950-51	45.21	23.10	68.31	31.69	100
1960-61	33.92	20.06	53.97	46.03	100
1970-71	48.68	23.94	72.62	23.38	100
1980-81	49.47	31.72	81.29	18.71	100
1990-91	57.87	30.06	87.93	12.07	100
1995-96	55.43	33.03	88.46	11.54	100
1997-98	54.61	33.10	87.71	12.29	100
1998-99	56.83	31.37	88.60	11.40	100
1999-2000	54.59	31.11	85.70	14.30	100

Source: Based on data of Table 9.3

Educational expenditure by sub-sector for the year 1999-2000 is shown in (Fig. 9.3).

9.7.1 *Elementary Educational Expenditure*

Elementary education is the highest resource consuming level of education in the state of U.P. As mentioned, it accounts for about 55 per cent of the state educational budget. The following are the main sub-heads of the elementary educational expenditure in the state:

- Direction and administration
- Equipments and maintenance of the buildings

Fig. 9.2: Public Expenditure on School Education in U.P.
(1950-51 to 1999-2000)

Elementary education is the highest resource consuming level
of education in the state of U.P. As mentioned, it accounts for
about 50 per cent of the state educational budget. The following
are the main sub-heads of the elementary educational expendi-
ture in the state :

- Government primary schools
- Non-government primary schools
- Inspection
- Non-formal education
- Teacher services and teachers' training
- Scholarships and awards
- Other items (which mainly include programmes which are externally/centrally funded) like DPEP, DIET, EFA etc.
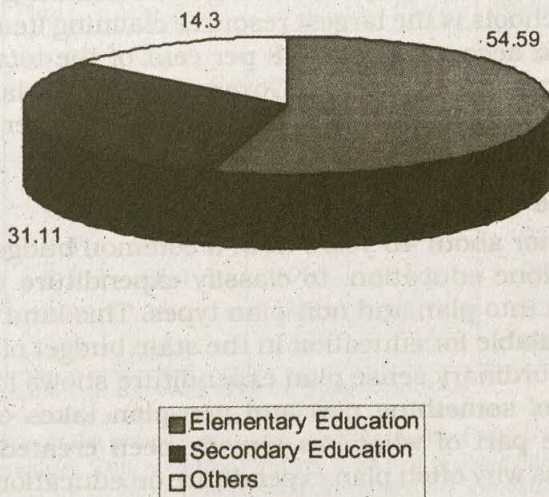
Fig. 9.3: Sectorwise Educational Expenditure in U.P. (1999-2000)

Among these heads of expenditure at the elementary level grants to non-government primary schools (item-4 above) is the largest head which claimed 92 per cent of the total elementary educational budget in 1998-99.

9.7.2   *Secondary Educational Expenditure*

Secondary education in general accounts for a little less than one-third of the total educational budget. In 1997-98, it claimed almost exactly one-third of the total. In earlier years (around 1960-61 for example) its share was about one-fifth of the total educational budget.

Expenditure on secondary education comprises of the following heads:

- Direction and administration
- Inspection
- Teacher services and training
- Scholarships
- Examinations
- Government secondary schools
- Grants to non-government secondary schools
- Other expenses.

Of these heads of expenditure, grants to non-government secondary schools is the largest resource claiming item. In 1998-99, this head accounted for 75.8 per cent of the total expenditure on secondary education. Government secondary schools are the second important head which claimed 17.3 per cent share in the same year.

9.8 Plan and Non-Plan Expenditure

It has been, for about 40 years now, a common budgetary practice, leave alone education, to classify expenditure in Government budget into plan and non-plan types. This kind of classification is available for education in the state budget of U.P. since 1965-66. In ordinary sense plan expenditure shows for addition or creation of something new and non-plan takes care of the maintenance part of what has already been created or established. That is why often plan expenditure on education is termed as "developmental expenditure" and non-plan is categorised as "non-developmental". It is mostly in the nature of committed expenditure. Declining plan expenditure, therefore, means declining effort for creation or addition of new educational facilities and swelling non-plan expenditure denotes increasing burden of maintenance expenditure on the shoulders of the State Government.

The ratio of plan and non-plan expenditure in school education at the elementary and secondary level is separately given in Table 9.5. This table reveals that on the whole there is a declining trend in plan expenditure in both the levels of education and conversely non-plan expenditure has a rising trend as a ratio of the total. Between 1965-66 and 2000-2001 plan expenditure on elementary education has gone down from 37.9 per cent to

11.6 per cent and non-plan expenditure by the same token has gone up from 62.1 per cent to 88.4 per cent. At the secondary level plan expenditure came down from 36.3 per cent of the whole in 1965-66 to 3.2 per cent in 2000-2001 and non-plan expenditure has jumped up from 63.7 per cent to 96.8 per cent over the same period. This reveals that maintenance expenditure has gone up almost to the point of totality in secondary education.

Table 9.5: Plan and Non-Plan Expenditure on School Education in U.P.

(Per Cent)

Year	Elementary Education			Secondary Education		
	Plan	*Non-Plan*	*Total*	*Plan*	*Non-Plan*	*Total*
1965-66	37.9	62.1	100	36.3	63.7	100
1970-71	10.9	89.1	100	4.8	95.2	100
1975-76	9.4	90.6	100	3.5	96.5	100
1980-81	3.3	96.7	100	2.1	97.9	100
1990-91	8.3	91.7	100	2.9	97.1	100
1995-96	12.8*	87.2	100	6.1	93.9	100
1998-99	8.9*	91.1	100	1.8	98.2	100
1999-2000	14.8*	85.2	100	3.7	96.3	100
2000-2001	11.6*	88.4	100	3.2	96.8	100

Source : Calculation on the basis of State Budget figures.
Note: * These ratios are higher due to centrally sponsored and externally financed projects of the primary education, the allocation of which is shown as plan expenditure. This accounts for more than half of these figures. Actual plan expenditure by State Government on elementary education is very low.

The case of elementary education is slightly different. It may be noted that there is significant increase or a type of reversal in the trend in plan expenditure in elementary education in U.P. since 1990-91. This increase is largely because of the externally assisted projects run in the state mostly with the assistance of the World Bank. All expenditure in budget to finance the World Bank assisted projects are shown as plan expenditure and the corresponding amount of non-plan expenditure under the same head is nil.

This is the main reason for the reversal in the declining trend of plan expenditure on elementary education in the state of U.P. It went upto 14.8 per cent of the total expenditure in elementary education in 1999-2000. In this year, the World Bank assistance stood at Rs 252.45 crore which accounted for 58

per cent of the total plan expenditure on elementary education
in that year.

9.9 Educational Fee Rates

Though basically education fee is a token charge, now it is viewed
as a 'source' of financing education and gradually more reliance
is to be given to charging fees from students. This is the reason
that in education also as in case of other services, there is a
move by the Government to raise fees or what is known as 'user
charge' in the new terminology which is being used under the
economic reform programme.

The Government of U.P. does not charge tuition fee upto
higher secondary stage of education. Other funds are realised in
nominal amounts.

The amount of other funds charged annually at different
levels of school education in U.P. from students is given in
Table 9.6.

Table 9.6: Fee Structure in School Education In U.P.*

(In Rupees)

Stage of Education	Tution Fee	Other Annual Charges (Rs)	Remarks
1. Primary Stage	Nil	12	Games fee-2 Other/ Development fund-10
2. Upper Primary Stage	Nil	24	Library fee-2 Games fee-2 Other/Dev. Fee-20
3. Secondary Stage	Nil	51	Library fee-8 Lab. fee-18 Games fee-4 Student welfare fund-1 Other/Development fee-20
4. Higher Secondary	Nil	71	Library fee-8 Games fee-6 Student welfare fund-1 Other/Dev. fund-20 Lab. fee-36

Source: *Sixth All India Educational Survey*, Main Report, NCERT, New Delhi
1999.

*.: In Government funded and private aided schools.

9.9.1   Contribution of Fees to State Budget

The contribution of fees to the state budget in U.P. has been very small. In 1984-85, fee contributed Rs 13.46 crore to the State Government which was only about 2 per cent of the state educational expenditure in that year. In 1990-91, the amount of fee went up to Rs 33.90 crore but its relative contribution came down to 1.62 per cent. Table 9.7 reveals that the contribution from educational fee could never reach even 2.5 per cent of the total educational expenditure in a particular year. In 1997-98, fee contributed Rs 95.89 crore which represented 2.31 per cent of the total educational expenditure of that year, which is the highest relative contribution ever reached. In 1999-2000, fee contributed was Rs 125.25 crore which is the highest absolute amount but its relative contribution was still only about 2 per cent.

Table 9.7: Educational Fees and Educational Expenditure in U.P.

(Rs in Crores)

Year	Revenue from Education Fees etc.	Educational Expenditure	(2) % of (3)
1	2	3	4
1984-85	13.46	675.42	1.99
1990-91	33.90	2093.81	1.62
1995-96	53.35	3360.92	1.59
1997-98	95.89	4156.85	2.31
1998-99	101.34	5840.15	1.74
1999-2000	125.25(RE)	6096.33	2.05

Source : State Budget for different years.

Estimates and actual collection of fees has varied significantly both in the year concerned and across the years as shown in Table 9.8. In the decade of 1980, often estimates were higher and actual collection much less but in the decade of 1990s the trend changed, the actual collection exceeded the original budget estimate and some time even the revised estimates.

It appears that of late there is a growing concern on the part of the State Government to collect more revenue from educational fees for the state exchequer. In 1998-99, the budget estimate for fees collection was Rs 46.24 crore which was revised to Rs 90.93 crore and ultimately the actual collection was to the

tune of Rs101.34 crore. This is an indication of revival of emphasis on fees as a source of revenue to State Government. That is why 'user charges' are being raised even in school education.

Table 9.8: Revenue from Educational Fees etc. to the State Government of U.P.

(Rs in Crores)

Year	Actual	Revised Estimate	Budget Estimate
1985-86	11.09	19.23	-
1986-87	12.30	22.31	22.77
1987-88	-	24.04	23.98
1988-89	16.33	-	25.80
1989-90	44.95	28.84	
1990-91	33.90	29.48	31.32
1991-92	34.73	29.66	31.32
1992-93	55.92	44.70	31.95
1993-94	29.94	43.85	45.24
1994-95	-	46.67	46.69
1995-96	53.35	-	47.49
1996-97	34.47	111.42	-
1997-98	95.89	40.76	71.41
1998-99	101.34	90.93	46.24
1999-2000	-	125.25	86.40

Source : State Budget for different years.

9.10 Utilisation of the Resources

Education in developing countries is a very inefficient exercise. It produces results at very high cost. U.P. is not an exception to this general observation. That revenues are scarce and much less than required is a fact, but it is also true that whatever amount of money is spent it is not fully utilised so as to achieve most optimum results. Many types of wastage and many types of less than optimum operative systems of schooling do continue to exist which result in wasteful use of revenues. While on the one hand, there are no teachers for lack of funds, on the other, there are teachers but not adequate number of students to be taught. There are several other types of bottlenecks which reduce the efficiency of educational expenditure in the state.

Human element is most important in making educational exercise efficient. Effective use of financial resources can only help it further. This needs to be ensured in U.P.

Generally, there is stress on raising school expenditiure as a ratio of SDP which is indeed very low in U.P. But keeping in view the size of the school budget of the state, time has now come when attention needs to be focussed on the effectiveness and the efficiency of the public expenditure incurred on education. There is general consensus in the state of U.P. that several educational facilities are under utilised. Optimum expenditure policies can favourably affect the pace at which more resources can be raised to finance school education in the state.

While U.P. is spending much less than other states placed in similar fiscal complexities, it is not the only reason of its poor performance in school education. Similarly, placed states and with similar fiscal endeavour have been able to produce better results. The case of Karnataka and Himachal Pradesh can be quoted as example. U.P. needs to achieve greater efficiency in the use of financial resources to produce comparably better results.

9.11 Grants-in-Aid in Relation to Performance

It would not be wrong to say that the present system of financing school education in U.P. is largely based on state support in the form of grants-in-aid to privately managed educational institutions at the secondary level and to schools managed by local bodies (Parishadiya Schools) at the elementary level of education.

The largest resource consuming head of expenditure is grant given to these two types of schools by the U.P. Government. At secondary level, it amounts to more than 75 per cent and at elementary level it is more than 95 per cent of the total educational expenditure at these levels respectively.

School grants-in-aid in U.P. is a legacy of the British Rule and it continues to remain today without much change in the mechanism of allocation of the grants. The two types of educational grants in U.P. are: (i) Non-recurring grants; (ii) Recurring grants.

Though, these grants-in-aid are technically conditioned upon the maintenance of certain academic and administrative standards, in reality the manager of the school who enjoys political

power and patronage has no difficulty in proving and establishing the claim of the school for grant from the State Government. Some of the conditions are easy to fulfil while others are easy to be flouted in one way or the other. This is the reason that the grants-in-aid system of school education in U.P. leaves much to be desired.

A modified grant structure is desirable which would relate grant levels to various school performance indicators. The British and the Japanese experience have much to offer to a state like U.P. in this regard. Grants for school education need to be linked with quality in order that they ensure better or at least commensurate educational performance. A restructuring of school education grant system is the need of the hour.

9.12 Additional Resource Mobilisation for Education

This is an important area of concern for the State Government which is starved of funds to finance even basic social services. In U.P. as in other states earmarking of tax revenue with the financing of school education has been non-existent and this is high time that certain tax revenues are linked with the financing of the school education in U.P.

- Land revenue in rural areas is an important source which is losing its significance gradually. If land revenue is entirely earmarked for financing primary education in the village itself, its significance will be revived and there will be better tax compliance on the part of the farmers to pay land revenue regularly when they know that the money will be spent in their neighbourhood to finance education of their own wards.

- Urban property taxes may be earmarked to finance primary education in urban areas.This will make local bodies more responsible for funding school education in their jurisdiction.

- An educational cess may be imposed on the state excise duty and trade tax in U.P., which will yield a reliable sum of funds for financing school education.

- The contribution of the fees is bound to increase in the days to come. The general consensus that is emerging in U.P. is that 20 per cent of the educational cost at primary level and 33 per cent of the education cost at the secondary level should ultimately be met by the students. This type of

recommendation has been given by the Tax Reforms and Resources Mobilisation Committee of U.P. which reported in 1996.

- On the whole, cost of school education in view of the economic reform will have to be internalised as much as possible because Government is trying to shrink in size and the expenditure cut is on the agenda.
- There is no scope for commercialisation of school education. However, if it is attempted at higher levels more public money can be diverted for school education by the State Government.
- Village Education Committees (VECs) have to play greater role in mobilising local resources for primary education. They may impose nominal house tax, an educational tax on the vehicles in the village using village roads and can collect voluntary donations to supplement the state efforts for financing education in the village.
- If the trend of reducing plan expenditure on school education is to be reversed, which is very desirable, more funding needs to be done through Five Years Plans in the state and in this connection owing to the intervention of the Planning Commission, the role of the Central Government becomes more significant. Central Governments' investment in school education in U.P. also needs to be raised so that educational achievements (like literacy rate) of this state are brought at least at par with national average.

9.13 Equity Issues: Freeship etc.

School education in U.P. is caught in a triangular problem—quantitative achievements, qualitative performance and equity consideration that is providing free or low cost education to poor and backward sections of the society in the state.

The *Sixth All India Educational Survey* reveals that the system of school education in U.P. is less equitable than in many states. Since school education is becoming more expensive gradually, the weaker sections need to be protected through the mechanism of freeship and scholarship on merit-cum-means test basis in order that they are able to avail school education for their wards.

The Government of U.P. provides several types of scholarships and freeships in school education for different groups of

families including those of certain categories of teachers. But still the scheme of freeships is not effective.

The main reason why freeships are not able to generate their impact on the deserving groups is that there are several other charges by the school levied even on students who are granted full freeship. This makes them pay for the school education in one way or the other. Many poor boys and girls have to abandon their regular school education under financial pressure.

Free primary education needs to be made free in real sense of the term. The secondary education is also free of tuition charge and the State Government provides subsidy by reimbursing tuition fees to schools. The amount was Rs 12 crore in 1993-94.

Nominal "Vikas Abhidan" is charged from students but all SCs/STs students and 10 per cent of weaker section students are exempted from such donations to school.

CHAPTER 10

Future Tasks and Perspectives

The chapter offers a brief resume of the major strengths and weaknesses of the existing school education scenario within the state of U.P. It discusses the economic vis-à-vis educational reforms after 1991, the issues of budget deficit, the limited resources for school education, private initiatives — pre-primary to school education, the role and support of NGOs, decentralisation and devolution, empowering Panchayati Raj institutions and local self-government and community participation. A clearcut hint towards new paradigm shifts is also provided with articulations on the tasks unfulfilled and issues unresolved.

From a close scrutiny of the educational scenario in U.P. having emerged during the past five decades since 1951, it is evident that the state has moved rather slowly but steadily towards ensuring the goal of *equity* and *excellence* in matters of both the content and the process of school education. It may, however, be averred that the large size of the state with its multi-cultural and multi-lingual character and heterogeneous demographic structures has been the major impediment in the ways of fulfilling the Constitutional mandates pertaining to the provision of universal and free compulsory education for all the children in the age-group of 6 to 14. This is also reflected in the state's efforts in respect of removal of gender disparities, eradication of caste and class distinctions, ensuring equality of educational opportunities by using innovative educational interventions and diversification and vocationalisation of courses specially at the higher secondary stage. In this context it will be in fitness of things, if a brief resume indicating the major strengths and weaknesses with a view to highlight the tasks unfulfilled and issues unresolved is offered at the very outset.

10.1 A Brief Resume of the Major Strengths and Weaknesses

Strengths

In accordance with the commitments made in the National Policy on Education, planned efforts were made in the state with a view to bringing about improvement in various aspects of elementary and secondary education. It may be observed that the overall achievements have been satisfactory but much has to be done in various respects.

- At the state level, the need for an educational break through is being felt for achieving the predetermined objectives of education in the sectors of elementary and secondary education. This is reflected in the endeavour of formulating a State Education Policy (Basic and Secondary Education).

- From the year 1950-51 to 2000-2001, the decadal growth (vide Tables 1.8 and 1.9) in terms of number of schools (primary, upper primary, secondary and higher secondary), enrolment of children, strength of teaching positions, and infrastructural and physical inputs has been quite salutary. In terms of percentages, from the year 1951 to 2001, the number of students has registered a 6.5 fold increase while the relative increase in the number of teachers has been about 5.5 fold only. This shows that although the number of primary and upper primary schools has increased considerably but the teacher-pupil ratio has been adversely affected.

- In order to achieve universalisation of elementary education concerted efforts have been made towards establishing new schools, enhancing the enrolment and retention of students and imparting quality education. Under the education guarantee scheme a policy decision has been taken to provide one education centre for 30 children provided that there is no primary school within the radius of 1 km. The scheme of non-formal education was in operation in 596 blocks of the erstwhile 83 districts for children deprived of the facility of school education.

- In the rural area there is a norm of providing one upper primary school within a radius of 3 km. for the population of 800. At present about 60 per cent children are getting enrolled in the upper primary classes.

- The UPBEP in 17 districts and DPEP II and III in 60 districts have been successfully launched with visible effects on enhanced physical and infrastructural inputs of the schools and sustainable impacts on school and classroom processes as revealed through the classroom observation studies conducted in 1998 and 2000. During a period of about one decade now six baseline studies at various points of time in respect of scholastic achievement of primary school children in Classes II and V have been carried out.

- The comparisons made at the level of BAS, MAS and FAS indicate a very encouraging picture in respect of fairly high student achievement, improved physical inputs and school/ classroom instructional processes and reduced rates of dropouts in the age-group of 6-14 years.

- In order to supplement the shortfall of teachers temporarily at least pending regular selections, a scheme of *Shiksha Mitra* has been launched from the academic session 2000-2001. A complete training package for such categories of para-teachers has also been prepared and put to use. The institution of such para-teachers has been visualised as a short term measure to cope with the growing number of school children as a result of universalisation of enrolment and "Sarva Shiksha Abhiyan" being launched in the state.

- As required by the National Policy on Education, the school curricula have been revamped, the new textbooks for primary schools have been developed and a system of comprehensive and continuous evaluation is being introduced after a careful trialling of the proposed *action plan.*

- There is a gradual shift of control from the district level to the block level in respect of administration, supervision and academic support of the primary and upper primary level education in the state. The Assistant Basic Education Officers have been made responsible for supervision and control at the block level. Under the *Panchayati Raj System* a decentralised approach is being evolved.

- The academic support structures created in the shape of BRCs, and CRCs have been strengthened gradually since 1995. A cascade training model is being pursued in this regard with a view to promote capacity building among these institutions. Through involvement of NGOs, SIEMAT and the SCERT, a number of need specific training strategies have

been implemented for the target groups of teachers, co-ordinators of BRCs and CRCs, BSAs and ABSAs, faculty members of DIETs, including the Principals and senior administrative functionaries. The use of *Action Research Interventions* for improving the quality of supervision, teaching and learning interactions and the academic ethos of the school as a whole has been encouraged with an eye on ensuring sustainable development, work culture and viable school community linkages.

- For several socio-political reasons a dual system of management and control in respect of recognised secondary schools had been allowed to persist. To render the system as innocuous as possible, a number of policy decisions have been taken with regard to academic qualification of teachers, their pay structures, curriculum implementation, involvement of private sector in the production and distribution of textbooks, system of evaluation, grading and maintenance of records and objective procedures of recruitment of teachers, headmasters/ principals and other senior level educational functionaries.

- The task of preparing quality teachers at the pre-service level for primary and upper primary schools has been assigned to the DIETs of the concerned districts. The curriculum and syllabi for such programmes have been completely updated in terms of the *Curriculum Framework* for quality teacher education circulated by NCTE in 1998.

- For the preparation of secondary and higher secondary level teachers, the norms of NCTE are being further enforced with rigour. The Departments of Education of the Universities and the centrally sponsored Institutes of Advanced Studies in Education have been on the job of curriculum renewal in the light of the new UGC curriculum framework (2001) and NCTE guidelines (1998).

- The eligibility level for admission to pre-service training for teachers in elementary education has been raised in terms of their general education background by requiring it to be at least a graduation in an academic or vocational stream relevant for school education. For the secondary and higher secondary level of teachers, such subjects at the degree level and/or at post-graduation level which are relevant to school curriculum are being considered for eligibility for admission

from the academic session 2000-2001 by bringing about changes in the rules of admission and eligibility for B.Ed. courses conducted by the respective universities in the state.

- The in-service training of elementary teachers is being provided through DIETs, cluster and block resource centres and non-governmental organisations (NGOs). There are at present 65 DIETs in the state, including the newly created state of Uttranchal to look after the in-service, education of elementary school teachers. Most of the faculty members of the DIETs, at least at the lecturer and senior lecturer levels, have been imparted training in the effective use of capacity building measures.

- For secondary and higher secondary level teachers the in-service training has been arranged at the district and state level mostly through the Institute of Advanced Studies in education and special institutions, such as English Language Teaching Institute, State Institute of Science Education, Rajya Hindi Sansthan and others. In these training programmes adequate emphasis has been laid on subject-knowledge upgradation, use of information technology and innovative pedagogic procedures.

- In order to ensure quality of training inputs and effective use of research and management structures within the state two state level apex institutions with the nomenclature State Council of Educational Research and Training (SCERT) and State Institute of Educational Management and Training (SIEMAT) have been established and made fully functional. With the support of these two apex level institutions within the state and other external expertise, a diagnostic paper has been developed during 1999-2000, to highlight the status of school education. A new policy document on the basis of this is on the anvil.

- At primary and upper primary levels of education in at least 40 per cent schools use of audio-visual aids, teaching-learning material and effective application of Maths and Science kits have been ensured while in the remaining 60 per cent schools use of these varies from satisfactory to less than satisfactory levels. Through the DPEP III, the effort is being made to rationalise the gross differences in use of these supplementary materials/teaching aids. The school television and radio broadcasts are additional channels available for

children in the school and also for those who are out of school.

- The introduction of information technology was introduced in the state by incorporating computer literacy course in 222 secondary schools through Classes XI and XII. This was initiated in 1984-85 as a centrally sponsored project with the purpose of promoting computer literacy among higher secondary students and school teachers. These institutions have been finally entrusted with the responsibility of imparting computer literacy to the students and teachers. There is a further endeavour to expose the teachers of primary and upper primary levels to the computer literacy programme within a time bound period.

Weaknesses

- Viewing the target of achieving "Education for All", although multi-pronged strategies have been employed for minimising the effects of social discriminations, class-wise distinctions, local conditions, urban-rural constraints and gender disparities, still there are gaps and short falls in the areas of integrated education for disabled children, girls' education, quality and provisions of education for children belonging to SCs/STs, education for minority groups, weaker and deprived sections of society.

- In the state of U.P. as at present the amount of approx. 14 per cent of the total state budget is being spent on Basic and Secondary education. It may be further observed that only 4.5 per cent of the said budget is made available for developmental activities of education. Education upto Class XII has been made free. There is provision for fee in the private un-aided recognised elementary schools and un-aided recognised secondary schools but fee related to boys funds could not be revised in schools under *Basic Shiksha Parishad* and secondary schools during the preceding years. Thus, at the root of major slackness in undertaking developmental programmes of education for the disadvantaged segments of the society lies in the paucity of funds to this sector.

- In the post-independence era there has been unprecedented increase in the number of students of elementary and secondary levels—but the increase in the number of institutions and teachers could not be commensurate with the same. Consequently from elementary to secondary and higher

secondary levels, classes are overcrowded and present an academically poor condition. The teacher-pupil ratio has been adversely affected leading to mechanistic pedagogic practices.

- In envisioning curriculum renewal and in designing of new textbooks and supplementary reading materials there are certain inherent weaknesses. Despite of commendable progress made in these two areas in the last five years, there are glaring inadequacies which persist in so far as incorporating local specifics in the curriculum of primary level is concerned. The continuity in the curricula from Classes I to XII is still a desideratum. There is a perpetual problem of timely availability of textbooks, effective implementation of the programmes of physical education, extra mural activities and games and socially useful and productive work.

- There is lack of minimum essential facilities and resources at elementary and secondary schools in the rural segments in particular. The level of teaching-learning and co-curricular activities when compared with the public and privately managed schools is in majority of Government and Parishadiya schools not upto the mark.

- The inspection and supervision of schools, although important for as big a sector of education as that of U.P., have tended to become more or less ritualistic and are devoid of academic force and purpose.

- The system at the secondary and higher secondary level of education in particular has not been effective in respect of science, technology and vocational education so as to make it a distinct identity when considered in the national and international contexts.

- At +2 level significant number of students could not be directed or attracted towards vocational education. The slackness in preparation of properly trained vocational teachers, lower job prospects and lack of entrepreneurship in undertaking trades/vocations are some of the factors which have contributed to such a state of affairs.

10.2 Economic vis-a-vis Educational Reforms After 1991

July 1991 is a water-shed in the economy of India. The four decades old system of state controlled economy and governmentally directed society came to be dismantled and a new philosophy of

development was adopted which gave more freedom to the economy to operate itself based on the signals of market mechanism and more liberal approach was adopted to regulate the social sectors—namely education and health etc.

10.2.1 *The Genesis and Development of Economic Reforms Package*

The decade of 1980s produced two important results for India:

- The growth rate of the economy was recorded at 5 per cent plus during the ten year period (coinciding with Sixth and Seventh Five Year Plans); and
- Both the external and internal economies of the country performed negatively i.e., the budget of Government of India went into huge deficit and balance for payments of the country accumulated large payment arrears.

Under the pressure of these combined negative balance positions, India had to borrow from IMF/World Bank combine and under their influence went to adopt structural adjustment programme (SAP) commonly known as economic reform programme which aimed at correcting the macro-economic diseqilibrium of the economy of India.

The reform programme gave three catch words — globalisation, liberalisation and privatisation. These indicated three directions of movement of the reform package. globalisation led to more inter-dependence of countries i.e., the concept of self-reliance was in a sense replaced by mutual interdependence of the countries not only through foreign trade but also through capital movements.

The establishment of World Trade Organisation (WTO) gave further boost to the wave of liberalisation after 1994. It led not only to economic but also social and cultural globalisation. The policy of liberalisation aimed at doing away with Government controls, restrictions and strict regulations—particularly in industrial development and in general social and economic development. It gave more independence to economic and social entrepreneurs to operate in a free atmosphere and work under the forces of market mechanism. Liberalised policies came to govern not only the economic services- viz., agriculture and industry, but also social services like education and health. Under the policy of privatisation, Government attempted the reform of the public sector and started believing in private efficiency and own-

ership rather than Government regulation and its own singular hold. It started selling off loss making Public Sector Undertaking (PSU) to private sector and downsising the public sector.

10.2.2 The Issue Of Budget Deficit

The decade of 1980s accumulated huge fiscal deficit in the budget of the Government of India and state budgets. Even revenue account went into deficit which necessitated borrowings even to finance current expenditure. The burden of debt started rising. The Government was hard pressed to reduce deficit and downsise its expenditure. Several expenditure cut measures were adopted and expenditures were at least not allowed to grow. This affected adversely several social sectors, including education. The predicament is much more intense for U.P. where the problem of resource crunch is already actute.

10.2.3 Educational Reforms

Educational reforms after 1991, may be viewed as an off-shoot of the economic reform programme. Until 1991, the belief was that government should undertake for itself more and more tasks but under the SAP, Government started taking its hands off from so many entrepreneurial activities not only in economic but also in social sectors.

The following appear to be the main features of educational reform over the last one decade:

- Only school education is regarded as merit good and higher education has been excluded from this category. In other words, it is only school education which generates more social benefits and positive spill over effects while higher education benefits largely the recipient of education;

- Within the social sector, education came to be relatively neglected and social security measures received priority;

- In education sector, primary education is being emphasized and it is argued that literate people provide better work force;

- Priorities to higher education are being reduced. Public spending on higher education is gradually to be reduced and replaced by private finance to the greatest possible extent;

- User-charges in education are to be raised and the process has already begun. This policy is in line with raising, in general, the administered price;

- Subsidy to education, like all other subsidy is to be reduced. Particularly in higher education, it is to be reduced significantly;
- Education fee and related charges are to be rationalised so as to increase the contribution of fee in educational finance;
- More liberal policy has been adopted to recognise new institutions meant for imparting technical and professional education;
- Private entreprenuership in all branches and at all levels of education is encouraged under the new policy. This will help the Government reduce its own role;
- Higher and professional education is viewed as a commercial activity which has to be self-financing;
- Foreign collaboration and entry of foreign-based educational institutional are encouraged. This has led to more competitions in education and among educational institutions; and
- Administrative reforms have also included the education sector. Institutions are encouraged to generate their own resources, and become self-sustaining in financial matters.

10.2.4 Need for Reform

This is a big question. Opinions are divided on whether a reform of the type that was implemented, was at all necessary? One answer is that there was no alternative but to go in for reform, the other is that the old system would have been allowed to continue with certain modifications and the third answer is that reform should have been taken up or (even now) should be taken up gradually and not in a drastic manner. This alternative wants to find a mid way for some time.

The reform is for a change and change is inevitable. Forty years of post-independence experience had several achievements and many failures in the sector of education. Many ills continued to persist. In general, the system can be said to have not been able to achieve the educational goals set by the (i) Constitution of India; (ii) Kothari commission; (iii) subsequent commissions and committees, and (iv) calls from international educational fora. The system needed to be reformed with a view to make it more effective and result oriented, efficient and qualitative. The wave of economic and educational reform over the last 10-15 years has virtually swept all developing countries. India

could not remain unaffected and state like U.P. had to follow the national pattern of educational policy mix.

10.2.5 Implementation

The programme of economic and educational (social sector) reform is underway for the last 10 years and in many areas it has produced significant results. There is a visible tilt in the allocation of resources of the Government in favour of school education and the universities are being pressurised to generate their own resources.

The implementation of specific primary education schemes like DPEP and EFA is undertaken with a view that expenditure on primary education will contribute to the success of many economic reforms which favour a more labour demanding employment. However, still there is no clear evidence of a high return to primary education in the absence of a high demand for workers with a little (primary) education. Emphasis on primary education under the reform programme is based on the view that labour intensive development will be retarded if much of the work force is illiterate and innumerate.

In the long run, therefore, implementing the programme of increased expenditure on primary education may prove to be more poverty reducing than other more immediate measures— provided that the economic and social system of the country is not biased against employment.

As far as the implementation of economic reform programme is concerned it has been quicker and faster. But in many sectors it has been clumsy and halting. Benefits of economic reform have been skewed towards the better off. In the public and social sector reform political considerations have prevailed on economic logic. Increased political consciousness had played mixed role in the implementation process. There is awareness but not meaningful debate. Educational reform programme needs to be implemented with great care and precautions.

10.2.6 Bottlenecks

Educational reforms initiated in the decade of 1990s are radical in many respects. Reforms in the financing aspect of education are most vital. There is opposition to the move of raising fee or raising user charges in education. It is argued that education is a social service and be provided free of cost or at very low rate of fees.

The socialistic pattern of society as written in the Preamble of the Constitution of India through the 42nd Amendment in 1976, comes in the way of commercialisation of education on capitalist principles. Social thinking argued to keep education free and continue to maintain it as a state financed service.

Teacher Unions (TUs) are opposed to several reform proposals at all levels of education—primary, secondary and higher. Contractual appointment of teachers is vehemently opposed by the organisation of the teachers. Though in principle no political party has opposed the reform programme in general, on occasions parties in opposition have created problems for Government in the implementation of economic and educational reform programme.

10.3 Limited Resources for School Education

Finance has always been a constraint in educational development, particularly in the spread of literacy in the state which is an educationally backward state of India. Even according to the 2001 Census preliminary reports, the percentage of literacy in the state is 57.36 per cent — 70.23 for males and 42.98 for females which is much better than target which was set for this date but is still way behind the national average as well as the state average in several states. Education for all and universalisation of elementary education is still a utopian thinking in the country and more so in U.P. The state of U.P. has to educate the largest number of children as compared to any state. Children below the age of 6 years of age (pre-school age children) comprise 18.35 per cent of the total population of U.P. for a state of 16.60 crore of population (2001 Census). An estimated 17.4 lakh children were out of school in U.P. in 1996-97 for whom a large sum was required to be brought into educational institutions.

More than 95 per cent of the current revenue expenditure on elementary education in the state goes in the form of payment of salaries to teachers. Thus, teacher cost is the overwhelming component of education expenditure at the school level. As more students are to be brought to school, more teachers need to be appointed and more money needs to be spent. This is the reason that in order to avoid more financial burden on its head, the Government of U.P. has brought in schemes like *Shiksha Mitra* and *Acharya Ji,* who are supposed to be part-time or

contractual teachers on a fixed payment. This shows the extent of the resource crunch in U.P. at elementary education level.

Due to high teacher cost at the elementary stage (and also in the secondary level of education), there is little expenditure on other measures needed for universalisation of elementary education and strengthening of secondary education—such as demand generation, quality improvement and compensating the poorer families.

This indicates that the current level of average budgetary expenditure on elementary education often used for estimation of the requirements for covering all children in pre-school and school age is grossly under-estimated. Resource mobilisation in a desegregated manner can give a better and more realistic estimate and this needs to be based on the costs of different elements of the strategies for universalisation of elementary education.

In fact, it was a realisation of the scarcity of funds at the state level to support education that it was made a concurrent subject in 1976. Therefore, presently school education is a joint responsibility of the centre and the state. In U.P., financing of the school education is not related with its fiscal capacity through monitorable index. U.P. is still one of those states where lesser percentage of SDP is spent on school education.

The scarcity of resources is reflected in the fact that there are less than required number of schools, teachers and other infrastructural facilities at the school level. Sometimes it appears that the task is so gigantic that it is beyond the capacity of the State Government to provide adequate resources for the desired level and quality of school education. This is the reason for the argument that devolution of financial resources from the centre to state should be linked with the performance of the state in relation to financing of school education. It is also necessary that such formula is related to other performance indicators which promote efficiency and effectiveness of expenditure.

Scarcity of resources is experienced in case of both: (i) quantitative expansion of school education; and (ii) qualitative improvement. Since there is no trade off in the two, as the system grows due to increase in children population, the scarcity of funds becomes much more acute in relative sense.

In early stages of development, Government can raise the ratio of education budget in total budget and school education

allocation in total educational allotment. But this increasing trend in the two cannot continue for long. There will be growing pressure from other economic and social sectors to raise their allocation. Thus, ultimately the rate of increase in resources (as much as it is supplied governmentally) will come to rest in the increase in public revenue of the budget. Resources of the state are also limited and State Government has often been hesitant for additional resource mobilisation through tax hikes which puts a brake in the rising trend of revenues.

Central grants-in-aid for education has its own limitations. Now in view, of the structural reform programme of the Government of India, the central budgetary expenditure itself is being restrained and an effort of downsising is on. This type of restrictive budgetary policy by the Central Government has limited the scope of State Government to receive more grants from the Centre. Subsidy is already on a decline and the social sector is hard hit. All this suggests that the predicament of limited resources for school education is to become more severe in the days to come.

Innovative measures are, therefore, needed to mop up resources for elementary and secondary education. The larger part of the burden is likely to fall on the shoulders of the parents of children in school age. This is because under the reform programme there is an effort to internalise the cost of school education as well.

10.4 Private Initiative: Pre-Primary to School Education

In developing societies social returns of primary and secondary education are much higher than private returns. On this rationale, school education in modern world is supposed to be the most legitimate domain of public sector that is the Government. But for several reasons, the doors remain open also for private entrepreneurs to step in the provision of the school education. They now control not only the administration but also take care of the financing of it and some of them are making huge profits out of their educational enterprise.

With increasing population in the state of U.P. and increasing urbanisation and awareness of the masses of the advantage of being schooled, the efforts of the Government could not fulfil the entire demand for school education. In urban areas private school started coming up to cater to the requirements of

primary and secondary education. Of late such schools are also growing in large number in rural areas.

The privately managed schools are of two types: private aided schools and private unaided schools. Several studies have revealed that the latter are more efficient in provision of education than the former. This also proves that public expenditure on school education is a wasteful exercise because they fail to generate efficient provision of good quality of education.

In U.P. over the last couple of decades private initiative in school education has come up in a big way and they are making not only social service but also providing employment to people as teachers and also as non-teaching personnel. The Government accepts them as partner because it is aware of its financial constraints and the work that they are supplementing in providing school education in the state, particularly in the urban area.

Any private initiative is governed by profit motivation in modern world. Noble objectives and charity concerns often take a back seat. However, in many private unaided educational institutions, these two are well combined. They not only make profits for themselves by charging high fees from students, they also in turn provide good quality rather competitive education to their students. But several others are no better than private teaching shops.

The situation of private aided schools is very distinct. The teachers in these schools are paid by Government as per State Government rules, but are allowed to take part in political activities. Teacher unions in these schools are often backed by different political organisations. The Education Department of the state complains that such a thing has hampered proper development of these schools.

Private unaided schools have some theoretical advantages which make them more efficient as compared to public schools or publicly funded schools.

(i) In private school, the service of education is not only produced but is also sold by the entrepreneur. In other words the producer is the seller.

(ii) The students of the private schools cannot join it for free or for nominal token fee. They, in fact, buy the service of education by paying adequate rates of fee or price for it. The market mechanism of price determination fully operates in this case.

(iii) The finance provider i.e., the entrepreneur himself is the controller of the school. This makes her/him most efficient to provide education of good quality. .

(iv) School climate and supervision in these schools is such that teachers are motivated to put in their best.

Thus, the above factors breed competition and with a large population of children as in U.P., there is a big ground for private initiative in school education.

10.5 The Role and Support of NGOs

Non-Government Organisations (NGOs) have played limited role in education in U.P. This is evident by the fact that out of 188 villages surveyed by the (Public Report on Basic Education) team, NGO activities were found to be existing only in 6 villages (PROBE). The schooling facilities in these villages were provided by NGOs. Government documents have often mentioned the participation of NGOs, in supplementing the efforts of the Government in expanding the facilities and improving the quality of school education in U.P. Sometimes they are even seen as a viable and low cost alternative to Government schools.

Against this background, it is important to recognise that as things stand, NGOs actually play a relatively minor role in the school education system of U.P.

Though NGOs have produced wonderful academic results in many states, they are yet to make a mark in U.P. Examples may be given here of the success stories of Eklavya, an NGO involved in primary education in M.P., Lok Jumbish in Rajasthan and MV Foundation in Andhra Pradesh.

The NGOs wherever they are working on a large scale or in a small set, have one thing in common, namely a commitment to the universalisation of elementary education in a common schooling system. In fact, they are not working as a substitute to the Government schools, rather they try to support them and to ensure that deprived children are able to join the same schools as other children.

Some voluntary organisations working in U.P have helped children to come out of the grip of child labour and join school for elementary education.

Thus, in terms of NGOs educational activity, abolition of child labourer and universalisation of school education are practically synonymous. NGOs have revealed that parents of working

children are willing to make adjustments to enable these children to go to school. The NGOs feel that there is considerable scope for involving the village community in universalisation elementary education. Centre for Rural Education, Development and Assessment (CREDA) is one such NGO based at Mirsapur and is producing commendable results for the liberated child labour. Similar efforts are being made in Firozabad under the DPEP initiatives.

10.6 Decentralisation and Devolution

India is a federal country where governments exist at three levels—Central, State and Local. Of these, Central Government is financially most powerful followed by state governments and local bodies in urban and rural areas in that order. Because of this inter governmental financial inequality, the Constitution makers made a provision under article 280(1) of the Constitution of India to appoint a Finance Commission to recommend to the Government with regard to:

(i)   share of states in central tax revenues ;

(ii) allocation of grants by the centre to states; and

(iii) provision of loans and other matters *in the interest of sound finance*.

Under this scheme of devolution of funds from the centre to state, U.P. has been the largest beneficiary in the Awards of all the 11 Finance Commissions which have reported so far. This is primarily because of :

- U.P.'s large population;
- Economic backwardness of the state;
- Relatively long gap between the per capita income of U.P. and that of the richest state of India ('distance factor' as it is popularly called in Finance Commission documents).

Many of these Finance Commissions, particularly the Tenth and Eleventh (keeping in view the 73rd and 74th Amendments of the Constitution of India) have recommended central grants also to local bodies and have impressed upon the State Government to do so.

The allocation of grants is made by the Finance Commission under Article 275 of the Constitution of India which allows for administrative transfer of funds from the Centre to States. These grants are often recommended on the basis of poor infrastructural

facilities in the state concerned. In U.P., poor educational infrastructure and low level of literacy has always attracted more grants from the Centre. This is done by the Central Government with a view to equalise the availability of social services across the states.

According to the award of the Eleventh Finance Commission, U.P. is to get 19.89 per cent share in the Central tax money which is the largest among the states, followed by 14.66 per cent for Bihar and 8.88 per cent for Madhya Pradesh. In the Tenth Finance Commission's award, U.P.'s share was 16.59 per cent of the Centre's total tax money transfers followed by Bihar (11.29 per cent), Andhra Pradesh (8.35 per cent) and M.P. (7.94 per cent).

Part of the money so received under Finance Commission Award is used for educational development in U.P.

10.7 Empowering Panchayati Raj Institutions and Local Self Government

The process of decentralisation in U.P. became effective after the 73rd and 74th Amendments to the Constitution of India. Panchayati Raj institutions played important role in rural society and their interventions became more wide spread and deeper after they were empowered by the above mentioned Constitutional Amendment.

Empowerment of village Panchayats is included in the Directive Principle of State Policy. Article 40 of the Constitution of India states, " the state shall take steps to organise village Panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government".

The U.P. Panchayat law (Amendment Bill, 1994) was passed in the state as required by the 73rd Amendment Act of the Constitution of India. The bill seeks to provide Constitutional status to the Panchayats for being constituted as Gram Panchayats, Kshetra Panchayats and Zila Panchayats, under a three tier system. As per the requirement of the Amendment Bill 1994, the U.P. Panchyat Raj Act 1947 and the Kshertra Samiti and Zila Parishad Act, 1961 were amended to provide, inter alia, the following:

(i) Constitution of the Panchayat;

(ii) Creation of a fund for each Panchayat;

(iii) Expansion of the functions, powers and responsibilities of the Panchayats;

(iv) Strengthening the Panchayats by giving them powers to collect taxes, cess, fees etc.;

(v) Constitution of the Finance Commission (between the State and Local Bodies) for recommending to the Governor, the examination of financial conditions of the Panchayats, and evolution of the principles of sharing of income through toll tax, fees etc. between the states and Panchayats.

Several economic and social functions have now been given to Panchyat, including technical training, vocational education, adult and non-formal education, sport and cultural affairs etc.

Village Education Committees (VECs) have now become more important after the empowerment of Panchayati Raj institutions. The Government of U.P. has appointed the Second Finance Commission to recommend to the Governor of U.P. regarding the financial powers, responsibilities of expenditure of Panchayats and devolution of money from the State Government of U.P. to the Panchayat institutions.

The role of Panchayats in primary education was stressed as early as in 1948 when the B.G. Kher Committee on Ways and Means of Planning Educational Development in India recommended that Panchayats should raise their own resources to finance primary education. It has often been argued that a system may be developed in which village Panchayats may earmark land revenue or a cess on it for financing primary education in the village.

The essence of decentralisation process in India is to make Panchayati Raj institutions financially self-reliant so that they are able to finance themselves for primary social services in the village area. This makes their role in the state more important in near future.

10.8 Community Participation

Participation and continuous involvement of the community in planning educational needs of the area and in implementing programmes is essential for the attainment of school level educational development.

In order to promote community participation in primary education the VECs have been constituted by the state. By a recent order, the State Government has extended the membership of

the VECs to include more representatives of weaker sections, women, voluntary groups and for DPEP districts to also include parents of disabled children as members of the VEC.

The VEC is expected to play a major role in bringing positive attitudinal change in people towards education and to play an important role in mobilising the community for the following purposes:

- to bring un-enrolled children into formal schools;
- to retain children in schools, especially girls and children from disadvantaged groups;
- to bring children with disabilities into the mainstream;
- to supervise and ensure children in the age-group of 3-6 come to the ECCE centres for pre-schooling; and
- to encourage and support out of school children especially girls, working children, to join alternative schools.

For these activities VECs are to be involved in identifying accessible place for setting up schools, alternative school centres, and appointment of para-teachers where they are needed.

To generate awareness amongst the community, parents and guardians as well as other opinion makers in respect of primary education issues, many activities have been undertaken at the state and district level. Each district has drawn up a calendar of activities to be undertaken by VECs for community mobilisation. *School Chalo* campaign was organised in the month of July, August, 1998 to encourage enrolment of children specially girls.

The districts are organising several activities to generate awareness towards primary education and to mobilise the community for participation in the school system. *Prabhat Pheries, Jathas* and various competitions have been organised to ensure community involvement in the attainment of educational objectives. Special enrolment drives were launched in the villages to improve enrolment in the schools.

Mother-Teacher Associations have played important role in increasing community participation. A total of 270 Mother-Teachers Associations have been formed in 30 clusters of 15 DPEP districts and are being sensitised regarding various issues related to girl child's education, leadership, attitude development etc.

Considering the severity of low female literacy problem, it has been decided to work intensively in 30 Model clusters by providing all possible inputs-maintaining regular contact.

Thirty core teams consisting of active committed individuals, who can influence community thinking and provide leadership, member of women's groups, youth groups, NPRC etc. have been formed in 15 DPEP districts.

Nineteen Women Forums of elected women members of VECs have been formed in 19 identified clusters for model cluster development approach. These members are sensitised and oriented to work as motivator groups for mobilising the community for girl's education.

10.9 Promotion of Distance Mode Alongwith Formal System

The state has already initiated correspondence education mode for intermediate level. This modality of education provides an effective supplement to the ongoing formal system of education currently in vogue. The content of courses and the mode of examination being the same as the one prescribed for the formal system, this arrangement has proved to be pretty effective in so far as it reduces the load on the campus-based face to face provisions of instructions. It has also added to the 'quality education' drive by attracting the 'private candidates' into its fold. In this type of distance mode the coverage of the so far 'unreached' has been facilitated to a considerable extent. As indicated in Chapter 3 it has also proved to be a viable form of schooling to the Intermediate level students of the state. It may also be indicated that the 'open schooling system' in the state on the pattern of NOS is going to be adopted very soon and the methods and modalities for giving it a concrete shape are under the active consideration of Government of U.P.

10.9.1 Expansion of Distance Mode

With the new set up it is also contemplated to make use of information technology for purposes of instructions of various subjects of the school level. This will be done in addition to the print medium and contact classes which are currently being used as instructional packages in the system for correspondence education students. The plan is to further augment the use of computer education which stands included in the school curriculum as an optional (elective) in the Intermediate syllabus.

10.10 New Paradigm Shifts

An endeavour is being made to bring in visible changes in the pedagogy at the school level in the following areas:

- At the curriculum development level there is paradigm shift indicated by incorporating more and more of 'active learning' methods as an integral part of the strategy of transactions;
- The apparent shift is from teacher-centered presentations to adoption of learner centred pedagogic procedures specially at the primary and upper primary stages;
- In respect of 'governance' of school education in the state, the policy is towards 'decentralisation' and 'micro-planning';
- The administration of primary and upper primary level schooling is completely decentralised by enabling the district, block and CRC level structures to gradually own and control the system in this regard;
- The DIETs have been involved as nodal organisation at district level in matters of policy formulation, micro-planning and programme implementations.; and
- It is also envisioned that the VECs will be mobilised in the context of utilisation of local resources and development of capacity building exercises through the use of innovative interventions, including action research and participatory programmes of various types.

10.11 Addressing the Tasks Unfulfilled and Issues Unresolved

A brief resume of the strengths and weaknesses highlighted earlier provides useful hints for underlining the unfulfilled task and unresolved or partially resolved issues facing educational development in the state of Uttar Pradesh. Conceding the fact that the economic and social benefits of education are greatest when a critical minimum level of educational attainment has been across the population, the state will need to develop a solid foundation of school education. It may also be pointed out that since the benefits of education extend beyond individuals who receive schooling directly to encompass other members of society through externalities, the justification for enhancing public sector involvement in education may be readily perceived. Needless to stress that primary schooling offers the greatest economic and social returns, followed by secondary schooling.

For ensuring *quality education* at all the levels of schooling the crucial tasks which are considered to be of pivotal importance get under stressed. The state of U.P. and its educational scenario does not seem to be an exception in this regard. These tasks pertain to raising the investment on school education, improving the quality of teacher's delivery of results. For improving the quality of teachers, both pre-service and in-service teacher education programmes have to be strengthened. For preparing effective teachers, in addition to a strong foundation in the subjects they teach, culture and group specific pedagogic orientation, skill and motivation have to be the main points of special concerns. Development of competence in the preparation of learner-friendly instructional designs, effective transactions of curricula, use of textbooks, teaching aids and activity-based sessions within the school need to be focussed. The academic support has to be adequately revamped so as to make it a performance oriented system. Both the academic and administrative supervision structures in respect of their control and management have to be constantly monitored and geared up.

Another domain of unfulfilled task in respect of school education in U.P. which is likely to pose grave challenges in the 21st Century is concerned with the issue of *equity* and equalisation of educational opportunity. In the present context much attention is still required to be paid on the disadvantaged and socially challenged groups. The factors, such as gender, rural/urban dwellings, caste— SCs/STs/OBCs and class—rich and poor still contribute a lot towards the prevailing *inequalities* in our society. The result is that the children of educationally under developed districts and those who are born as 'she' or 'he' child, or those who come from the interior villages or those who belong to SCs/STs/OBCs do not have the same educational opportunity. The concern for *equity* demands that in addition to legislation, proper measures incorporating target specific remedial packages be introduced from time to time and their impacts be constantly appraised to further improve the situation of retardation and under development. It needs hardly any stressing that achieving equity requires both financial and administrative measures. Financial measures, such as scholarships and assistance in the shape of free textbooks, transport, uniforms and meals to children of disadvantaged groups may improve the present situation.

The state has been able to introduce only to a limited extent some of these well tried and tested measures. While the reasons may be mainly financial crunch, there are other factors such as administrative inefficiency and lack of will which have also led to such a predicament. The administrative measures to encourage enrolments of the poor, females, linguistic minorities, nomads, refugees, and street and working children have not been effectively planned and carried out. Consequently, the equity issue becomes an important dimension in so far as the new programme of *Sarva Shiksha Abhiyan* is concerned. This programme vows to fulfil the following objects:

- *All children in school*, Eudcation Guarantee Centre, Alternate School, 'Back to School' camp by 2003;
- All children *complete five years* of primary schooling by *2007*;
- All children *complete eight years* of elementary schooling by *2010*;
- Focus on elementary education of *satisfactory quality* with emphasis on education for life;
- *Bridge all gender and social category gaps* at primary stage by *2007* and at elementary education level by *2010*;
- Universal *retention by 2010*.

As pointed out earlier, the concern for quality education is to remain a continuing and ceaseless process in order to ensure sustainable development. But more often than not, because of the weight of existing education spending and management practices and also the vested interests associated with them, such a concern gets undermined and blurred. There are four important tasks considered to be directly contributive to the quality of schooling. These are : improving academic achievement by enunciating clear and high performance standards in core subjects of Language, Maths and Science, supporting inputs known to improve achievement, adopting flexible strategies for the acquisition and use of inputs and monitoring performance.

10.11.1 Issues Unresolved

Some of the issues which stand unresolved even today have been highlighted by the participants of the focussed seminar group in its deliberations held from 26-28 February 2001 and by the replying respondents of the interview schedule who constituted a few eminent educationists and national level teacher awardees/

educational administrators and serving/retired teachers. These issues may be succinctly put as follows:

- *Access:* The children from disadvantaged groups, particularly from SCs/STs category, nomads, slums in the urban areas, labour class and of the population segments identified below poverty lines do not have the same access as their affluent and more advantaged counterparts despite our fulfilling the national norms of providing schools within the radius of 1.5 km. Thus, the issues of equality of educational opportunity get adversely affected because of the inequalities in the social system.

- *Expansion and Coverage:* There has been a sporadic increase in the number of schools (primary, upper primary, secondary and senior secondary), in the enrolment of boys and girls and in the strength of teachers, yet the coverage in respect of the disadvantaged segments has not been equitable because of the existing socio-economic imbalances and disparities attributable to gender, class and habitations. The teacher-student ratio has also been affected adversely owing to non-recruitment of teachers to fill in the vacant positions. This holds good in respect of all the sectors of school education.

- *Quality and Excellence:* The standards of performance are not indicated in clear and unambiguous terms. As such the issues of quality assurance and ensuring excellence get blurred or even ignored, particularly at the block and district levels.

- *Teacher Motivation and Professionalism:* There is a perpetual problem of dwindling teacher motivation and absence of professionalism. This has resulted in 'teacher absenteeism' and 'poor transactions of the curricula' particularly at the secondary/Senior secondary level of education. The tendency of teachers to go in for private tutions or engage in coaching with an obvious motive to earn money has not been curbed effectively notwithstanding the fact that their salaries and emoluments have been considerably enhanced. One of the respondents has observed as follows "In this age of commercialisation it should not surprise us if teacher is not motivated by high ideals or sense of dedication. Improving the professionalism in teachers in ultimate analysis is a question of raising her/his levels of 'will' and 'skills' for which the prevailing structure of teacher preparation mechanisms has to own the responsibility.

- *Increasing Meaningful Teacher-Student Interactions:* The number of actual working days a school is able to function and organise instructions and the effective hours of teaching and learning being managed determine the meaningfulness of course transactions. Our school system requires a complete gearing up in this regard.

- *Resource Generation for Education and Better Utilisation:* It goes without saying that additional resources will always be desirable in the field of education because of the constant need for adequate physical facilities and ever increasing teaching-learning requirements. Today, more than 90 per cent of our educational budget is consumed by salaries leaving a very meagre amount for development purposes. Hence, the oft-quoted recommendation of the *Education Commission* (1964-66) and also adopted by National Policy on Education, 1986 (as modified in 1992) that investment on education is to be raised to a level of 6 per cent of the national income needs implementation. Similarly, state's educational budget also needs to be suitably augmented. Allocation of budget should take into account the prevailing disparity between rural and urban areas. To impose educational cess on those, who can easily afford it is being stressed for a long time now.

  Better utilisation of present resource is also possible provided all those concerned could work with a sense of 'togetherness' and not in 'isolation'. School complexes can be a reality by working together. Vocational education could get some success by linkages with local industries and other establishments. Play ground could be shared by more than one institution. The question of bringing about a necessary orchestration in the school sector remains unanswered to a considerable extent.

- *Generation of Support Material:* The department of education has undertaken from time to time several time-bound projects to develop, design and produce attractive textbooks, supplementary materials and handbooks for guidance and use of teachers. However, it is envisioned that for effective transactions it will be in order if packages containing textbooks, supplementary audio-visual materials, audio-video cassetes, teachers' guides and self-instructional kits are made available at the school level for an integrated and optimised use by teachers and students according to their needs. This will lead to a gradual adoption of learner-friendly, modular and

self-instructional multi-media packages in the school peda-
gogy.

- *Autonomy, Accountability and Academic Audit:* Granting of
autonomy to teachers and the schools is becoming a vexed
issue specially during the past few years. How and to what
extent such autonomy be granted with an inherent provision
to make them accountable and own responsibility in respect
of meeting national, regional and local targets, achieving per-
formance standards expected and ensuring 'equity' and excel-
lence in all matters pertaining to the education of children.

- *Gender Disparities:* In addressing tne issues of gender dis-
parities, the mindset of the parents particularly, in rural
areas has posed to be the main bottleneck. The girl child
plays an important role in the domestic field. But in most of
the cases our school education makes them incompetent for
domestic chores and the community linked occupations. Par-
ents in the rural areas and urban slums even now avoid send-
ing the girls to schools for the fear of possible threats to se-
cure and decent life.

- *Literacy and Alternative Schooling:* Achievement of the goals
of cent per cent literacy stills remains at a far distance. The
unfinished task pertains to male literacy by 30 per cent and
female literacy by 57 per cent. Alternative modes and ap-
proaches of schooling with local specific-based curricula, text-
books, TLM and effective evaluation system need to be ex-
plored for learner-friendly orientation of primary schools.

- *System of Evaluation:* Our schools, teachers and students
are not used to carry out self-evaluation and conduct aca-
demic audit to identify specific strengths and weaknesses.
The concept of CCE still remains an important agenda item
of school reform. Although, its advantages have been high-
lighted through various national and international level fora.
The introduction of the scheme in the entire school educa-
tion sector has been thwarted for one reason or the other.
The result is that educational evaluation has laid over em-
phasis on 'information coverage' and 'rote learning' and has
tended to ignore the application of 'remedial interventions' in
respect of various needy segments of the school populace.

- *Vocationalisation of Senior Secondary Education:* Despite of
centrally sponsored scheme and despite of certain targets
laid down in the MHRD's Programme of Action (1992), due to

absence of effective school-industry linkages, low perceptions of the status of vocational education, want of properly trained core teachers/instructors and the lack of the necessary support and will on the part of the community in general and the administration in particular, the vocationalisation of senior secondary education (+2 stage) has not picked up a desired level of success.

- *Major Paradigm Shifts:* The teacher-centred approaches have to be replaced by learner-centred approaches by shifting the focus from teacher-teaching to learner-learning. Student-friendly learning packages are not readily forthcoming. The system has yet to reach distinct milestones in promoting and using active learning methods in the school set up. The learner-initiatives in the classroom interactions are not very prominent. The problem in this regard is centred on the competence of the system and that of the teachers to employ dynamic teaching-learning procedures and innovative instructional practices.

- *System of Governance, Administration and Supervision:* Lot of endeavour is needed to achieve the goal of meaningful decentralisation in governance and administration of school administration. The micro-planing processes have not picked up adequately. The supervision in the form of academic support at the level of BRCs, CRCs and institutions needs to be performance-oriented and as such it has to re-envisioned to accord with the new outlook and philosophy of school supervision and administration.

- *Research Support and Training Inputs:* Educational research in the state has not contributed to the emergence of a viable level of support in respect of policy-making and policy-implementing strategies of school education. Capacity building through use of action research and continuous training inputs has to remain a high priority goal for the school education sector.

- *Use of Modern Technology in Teaching-Learning :* It has now become urgent that use of computer-aided learning in various subjects is promoted. Uttar Pradesh will have to be specially conscious of it if it has to make a quantum jump in raising quality of its school education. It will also help to promote knowledge-based society and open up wide career opportunities for children.

APPENDICES

APPENDIX I

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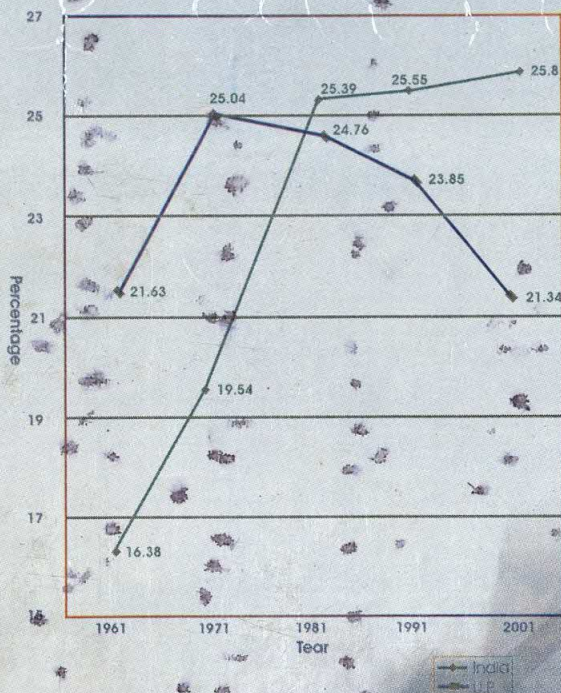
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